

The **AGRICULTURAL EDUCATION** *Magazine*



The Agricultural Education Magazine

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

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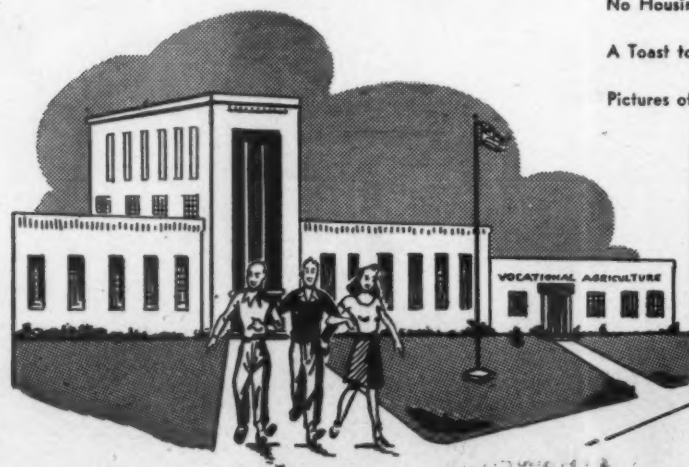
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Editorials

A vocational agriculture program for national defense



Carsie Hammonds

THE discussion of this subject should be in terms of the situation as it is or will likely become. As best we know, there is nothing to suggest that a "big war" or all-out war is imminent. If it should come this year or even the next, we would be surprised.

Our basic economy is supposedly healthy. With a population increase of only 15 per cent since 1939, the U. S. has doubled its productive capacity. In the judgment of our Mobilizer, "inside of 3 years the U. S. will have super-imposed on its economy a \$150 billion armament program, but it will scarcely feel the

effects in the supply of civilian goods." In America we have much per person; we have it because we produce much per person.

The U. S. production machine is rolling. An important job of vocational agriculture in national defense is to keep the capacity of agricultural production in line with other productive efficiency. Every new machine makes it more difficult for people who do not use that machine. For example, when the reaper came into existence, people who continued to cut wheat with a cradle became relatively worse off than they were before. New developments in production are new machines. It is well that all people in that kind of production be able to make use of these new developments.

The evolution of farming practices and standards moves on. A very important function of teaching agriculture is to speed up the evolutionary process and lessen the lag between the time that the practices are proved and tested and the time they become generally used. The more critical the need for productivity, the more necessary to prevent the lag.

Productivity, of course, means the ability to produce. To increase and make the best use of this ability is the core of our task. How far in a defense program we shall need to go with farm machinery maintenance and repair, with production courses in the crop and animal enterprises, with food conservation and the like is not mine to discuss. We should keep in mind in making the decisions, that productivity in modern farming includes a chance to work with capital goods—with equipment and machines. Also, we should know that the "farming program pattern" may have more to do with a farmer's productivity than the specific practices in the productive enterprises. In vocational agriculture for national defense we should spend our energies on what matters most.

Personally, I am confident that vocational agriculture will creditably fill its place in national defense even if there should be all-out war. It did with its O.S.Y.A. and with its food-production-war-training courses; it is doing so with veterans' training. It will, of course, require the efforts of clear-visioned men to develop the program, just as in the other programs. Vocational agriculture is used to meeting the "present situation," used to meeting emergency situations. It has done this since its very beginning. Most of us are not afraid of tomorrow because we have known yesterday.

In meeting the situation in 1951 or later, we do not begin "at scratch." We build on what we have—a vocational philosophy, functioning principles of course building and teaching, our accumulated experience, our facilities. It has surprised people that many states have had outstanding programs of farmer training for veterans. Such programs are not an accident. They were developed quickly and effectively because

(Continued on Page 18)

Emphasis on planning

ONCE again we have selected contributions which emphasize planning programs of education in vocational agriculture for the July number.

Local programs can and must be adjusted from year to year. Such planning may not be *half the job*, as the farmer was wont to tell his hired man when questioned on a division of labor, but certainly planning is important and basic to improvement.

A teacher can modify long-time plans each year—can develop new plans for special phases of the program—can rework programs to improve relationships with other educational efforts.

We are making progress in improving our techniques of planning. We are doing a more efficient job of accumulating the facts required for sound decisions. The wisdom and experience of local farmers and others are being used more widely through committees and councils of representative groups. Continued growth in ability to plan is worth the effort required.

Most teachers will find something of value in the articles included in this number. For breadth of view and solid foundation the editorial by Hammonds is suggested. Ekstrom and Hovey in their contributions consider some of the problems related to planning the agricultural part of the curriculum. For possibilities in a program of community adult education one should read Mack's summary of his study. In addition there are a number of contributions including articles from Hawaii and the Philippines, from which teachers may derive ideas and inspiration for guiding the planning of programs of education in agriculture within the communities which they serve.

Volume 24

WE HOPE you will like the new features and minor changes introduced with this first number of the new volume. The pictorial page which replaces the directory, should prove to be of general interest. It may stimulate our camera enthusiasts to contribute since cash awards are to be made. The series of interpretative reviews of research is designed as a time saver for teachers who are seeking ways to improve efficiency. The first article in the series, dealing with the agricultural part of the curriculum, was prepared by Dr. G. F. Ekstrom and is well worth critical reading. The others to be used in the series will help us to become familiar with research findings and applications in other phases of our work.

A change in color and lettering of title provide a sufficient differentiation in the cover, from those of earlier volumes.

Like all cooperative ventures the Magazine cannot succeed without the support of active cooperators. Teachers are invited to become contributors as well as readers. (A list of themes to be featured was published in the February number.) Teacher support will do much to assure an interesting and helpful volume.

On cover

PAUL GRAY, teacher of agriculture, Eaton, Colorado, first on the left, is shown with a senior student and a student teacher. The farming program which was developed by the student included 54 head of sheep, hogs and calves for fattening, five acres of corn and three acres of beans.

Course of Study and Curriculum

GEORGE F. EKSTROM, Teacher Education, University of Missouri



G. F. Ekstrom

THIS article represents an attempt to provide an overview of trends in course planning and curriculum developments affecting the program of vocational education in agriculture. The contribution is based upon (1) a review of recent research in agricultural education, (2) developments in the field of general education, (3) writings pertaining to the subject, and (4) opinions obtained from workers in the field of agricultural education.

Research in Agricultural Education

Fortunately, records on research conducted in agricultural education are available in printed reports known as *Summaries of Studies in Agricultural Education*. The last cumulative report shows that a total of 1,185 studies had been completed and reported through this medium as of July, 1949.¹ Of these studies, 105 were categorized under the heading of Course of Study and Curriculum. Digests of 14 such studies were included in the third supplement covering the two-year period from July, 1947 through June, 1949. The manuscript now being published for the ensuing year, July, 1949 to June, 1950, includes approximately 24 studies under the same heading. A tabulation of the 38 curriculum studies reported for the past three years reveals that the studies were made in 16 states. Thirty-one of the studies were conducted as theses or problems relating to master's degrees, six were non-degree studies and one was used as the basis for a Ph.D. dissertation.

Twenty-three of the curriculum studies dealt with the organization of course content for all-day classes and ordinarily were based on surveys of local communities. In one instance the approach was primarily that of evaluating existing content. Another of the studies dealt with the program in non-vocational agriculture; two pertained to the curriculum of Junior Colleges and one to an evaluation of college courses by graduates of a teacher training institution. The remainder of the 38 studies dealt with problems in somewhat related fields.

It would seem from the problems studied during the three years that the research efforts pertaining to the curriculum in agricultural education have dealt primarily with the selection of content, based on local surveys. Other approaches are inconspicuous. For example, there is little evidence of the use of advisory groups in the selection of content. No analysis is noted as to the allocation of content to different courses or to sequence within courses. Neither is there evidence of attempts to evaluate the effectiveness of content, once it is selected.

Literature in Agricultural Education

But little has been written in recent years dealing with the organization of the curriculum and procedures for developing course content in vocational agriculture. In 1939, G. P. Deyoe² contributed an extended article to the *Agricultural Education Magazine* in which he reviewed the philosophies of A. M. Field of Minnesota and other pioneers with respect to the theory of a cross-sectional approach in the organization of course content. At that time there was considerable confusion with respect to the mechanical presentation of content, to say nothing of variations in basic theories of course construction. In an article published in 1946, S. L. Chestnutt³ emphasized the use of farming programs as the core of instruction in vocational agriculture. A suggested procedure to use in planning the course of study was suggested by D. W. Parsons⁴ in 1948.

Authors of recent books in the field of agricultural education pay some attention to the matter of courses in the curriculum for high school students. In his book on community schools Hamlin⁵ reviews some of the transitions in the types of courses which have been offered. He points out some of the advantages and disadvantages of "scrambling" the

or other approach to general education is widely accepted.

Publications such as *Education for All American Youth* by the Educational Policies Commission, *Planning for American Youth*, by the American Association of Secondary School Principals and *General Education in the American High School* by the North Central Association of Colleges and Secondary Schools have tended to provoke interest in experimental programs. Currently, Education for Life Adjustment is a rather popular concept which is being sponsored by the United States Office of Education with the cooperation of various organizations. This movement stems from the so-called Prosser Resolution and is concerned with functional applications in education which are not necessarily associated with changes in basic content.⁶

Opinions of Teacher Trainers

The lack of data pertaining to trends in course arrangements prompted the writer to solicit reactions of teacher trainers to specific questions. Some deductions derived from the answers are noted herewith.

1. Is there a tendency to shift some of the content previously taught at the high school level to programs for out-of-school groups?

The answers to this question ranged from an emphatic NO to a distinct YES, with agreement only on the point that

What do studies show?

This contribution is one in a series of twelve planned for the current volume. Each will review and interpret studies in a phase of the program in agricultural education. Each will provide the reader with an overview of the research and point up applications in a particular phase. The phases to be covered and the selection of possible contributors were planned with the A.V.A. Research Committee for Agriculture.

four years of work. Hammonds⁷ has a chapter in his book on constructing the course of study. He proposes a functional approach based on the objectives of the program and an analysis of needs.

Developments in General Education

A search for answers to problems dealing with curriculum trends in general education produces little evidence of findings which have implications for agricultural education. In fact, writers in the curriculum field are noting the scarcity of basic information and are advocating organized research which may be helpful in promoting curriculum developments and change. They think this will necessitate cooperative efforts at local, state and regional levels.

There is little pooling of information as to existing curriculum patterns and no large scale curriculum project has been initiated since the Eight Year or Thirty School Study was completed nearly a decade ago under the direction of the Progressive Education Association. No single plan of core curriculum

there is a growing tendency to cover less content during the high school period and to carry it to the doing level. Ordinarily the content being deferred deals with management problems which are of vital concern to older youth groups. Some of the respondents answering NO would prefer to see the adjustment made but feel that a stronger program of post-school instruction will have to be developed before such a change can be effected.

One respondent indicated that concepts of supervised farming for high school students have been broadened as a result of experiences in teaching veterans and that high school boys might well be given more opportunities for making critical decisions involving proficiencies in farming.

2. What is the trend in type of course organization used in high school classes?

In the states from which responses were received the trend is definitely toward a cross-section or integrated type of course organization. Within some states the courses used by teachers range from the conventional to a strong cross-

sectional approach with all gradations in between. In one state an integrated content of fundamentals is recommended on the class basis for freshmen, followed in succeeding years with group work in which application is stressed and finally by an individual type of instruction where working plans are developed.

Reference was made in several replies to *modified* cross-section arrangements, carrying inferences that a fully integrated sequence may lead to a hodgepodge of unrelated units with insufficient emphasis on each unit to secure best results.

3. To what extent is farm mechanics taught as an integral part of the course offerings for high school students?

The general practice is to teach farm mechanics in all four years. However, there seems to be considerable variation as to the degree in which instruction is related to units in agriculture which are taught in the classroom. The blocking of time may vary throughout the year and may even follow a definite pattern of content in areas such as Farm Shop Work and the Care and Repair of Farm Machinery. In certain states the idea of integration is emphasized with each farm enterprise taught; for example, feeders are constructed at the time the feeding of poultry is studied.

4. How much core material should be prepared by the teacher in anticipation of student needs? Quotations from some of the answers to this question follow.

(a) Our core is centered around student farming programs. We rely very heavily on the activity approach in our teaching procedure. This type of organization and approach does require much preparation on the part of the teacher. It also requires ample teaching materials in the nature of bulletins, texts, magazines, current materials, etc. We also devote much attention to individual and group instruction. This means that the student must also be trained in finding and evaluating materials and in directing his own activities.

(b) We are advocating that a considerable amount of core material be prepared by the teacher in anticipation of student needs. There is probably a greater need for more materials to be prepared for use in the first year class of vocational agriculture than for the advanced classes.

(c) We try to emphasize and train teachers to use an activity and a student problem approach, but it is quite obvious that many of them lack the ability to use such an approach and need to depend largely on prepared materials.

(d) Certain core materials should be presented to students in anticipation of their needs, because the teachers and others who plan the curriculum should know from experience some of the fundamental things that students themselves may not select.

(e) Core materials should be prepared by the teacher in anticipation of student needs. The student theoretically should be led to examine all materials directly affecting the solution to any given problem so as to cause him to be as intelligent as possible not only about the solution of the given problem but the

implications of that solution for solving other similar problems.

(f) Our general philosophy is that teachers should block out tentative course materials, in advance. These should be based on anticipated programs of supervised farming and other activities, including F.F.A. There is also a place for some intensive planning of a flexible type, such as source units.

(g) Much advanced planning should be done regarding the curriculum in vocational agriculture. This planning should be based upon occupational activities of the school community and the farm practice activities typical of the student programs carried out in the past. This material may then serve as a frame of reference for current planning of instruction in relation to any particular class.

(h) The core method of teaching is being installed for the junior high school program. The senior high school (years 10, 11, 12) is still on the activity-approach type of teaching.

(i) The trend seems to be in the direction of a cross-sectional approach with a core of central emphasis. Many of our June graduates enroll in course building during the three-week summer session which we hold in late June and early July. These men plan courses of instruction for their new jobs.

(j) We are making an effort to utilize the F.F.A. program of work as a teaching vehicle. We attempt to describe it on the basis of learning experiences within the areas of supervised farming, earnings and savings, community service, and so forth.

(k) The teacher can very well anticipate many of the problems that will be developed with the students in working out a course of study, based primarily on the farming programs. With this information available, he may very well work out core materials and prepare "source units" in advance.

(l) About 50 per cent of the subject matter of high school classes is of a nature common to all departments of the state. Therefore, this could be considered core material and with slight modification could be prepared for statewide use.

(m) As current student individual and group problems are always present in greater numbers than can be met through instruction, the activity approach dominates. Core material is included in such group activities as planning the F.F.A. program of work.

5. What types of source materials should be made available to the teacher from without the community?

Apparently there is general agreement that teachers should be provided materials upon which they can draw in setting up their own content and teaching plans. This is predicated on two facts, first that teachers are so busily engaged in various activities connected with their programs that they do not have time to deal adequately with the problem of providing technical materials, and secondly that persons charged with subject matter responsibilities are more proficient than teachers in procuring and organizing materials which have general

application for the teaching of vocational agriculture.

Suggestions as to types of materials which should be made available include: Suggested standards and production goals, sample breakdowns of enterprises, suggested teacher activities, approved practice lists organized into functional groupings, subject matter bulletins, digests of current production and marketing reports, and various types of visual aids.

Summary Statement

Research pertaining to the curriculum and to courses of study in agricultural education has been rather limited in scope. More research is needed for giving direction in analyzing needs, for allocating and distributing content, and for evaluating the effectiveness of curriculum patterns.

The situation in general education is somewhat parallel in that there has been but little pooling of information of existing practices and no large scale projects are being undertaken to which workers in agricultural education may look for guidance.

There are wide variations in the organization of courses in agricultural education. The cross-section type of organization has gained in favor with several states definitely committed to it and others using modifications of the plan. Practically all of the approaches emphasize the advisability of coordinating the course content with that of the farming programs of the students.

Seemingly there continues to be a lack of understanding as to the development and use of goals and objectives in the planning and evaluation of courses. Also there is a lack of standardization in terminology pertaining to the planning and organization of courses of study. ●

¹Summaries of Studies in Agricultural Education (Supplement No. 3 to Vocational Division Bulletin No. 180) Voc. Div. Bul. No. 242, Agr. Series No. 59. U. S. Office of Education, Washington, D. C., 1950.

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⁴Parsons, D. W. "Organizing the Four-Year Course of Study." *Agricultural Education Magazine*, 21:10, 17, July, 1948.

⁵Hamlin, H. M. "The High School Program." *Agricultural Education in Community Schools*. Chapter 11. Interstate, 1949.

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⁷Vocational Education in the Years Ahead. Voc. Div. Bul. 234, Gen. Series No. 7, p. 325. U. S. Office of Education, Washington, D. C., 1945.

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Long-time programs

GLENN ZIEGLER, Teacher, Mt. Baker, Washington



Glenn Ziegler

MANY questions come to mind as we attempt to put on paper any long-time training program. Conditions change and with the bulk of our enrollments made up of underclass boys the planning of any effective and usable program creates many problems.

What per cent of the boys enrolled in first year agriculture should we start out to establish in farming? Or what per cent of Ag. II, III or IV? How many of them will actually become farmers or part-time farmers? Which of the outstanding boys of the department will take their places in agricultural industry or go on to college to become agricultural leaders or technicians in any one of the rapidly expanding fields?

I think that every teacher of vocational agriculture has formulated a long-time program for his departmental instruction. No doubt he started out to religiously follow this plan, then modified it to meet certain conditions, later remodeled again before shelving it temporarily and then after another revision or two he discarded it. Even though this might have been his only attempt at long-time planning, this instructor has gone far in establishing his program.

Build To Serve

Times have changed since the passage of the Smith-Hughes Act in 1917 when it may have been truthfully said that the primary purpose of vocational agriculture was to establish boys in farming enterprises. My enrollment today would be very small indeed if I reserved this as the chief goal of my department. True, each of us can point with pride to some of our former students who are outstanding farmers and community leaders. We may exhibit even more pride as we point to influential citizens in agricultural industries, research or allied fields who are graduates of our departments.

We must keep in mind when developing any long-time program that it could easily become more and more complicated each year as a new crop of boys enter the department and we continue with those who have finished high school and are becoming established in the locality. Formulating a long-time program could be compared to hunting the pot of gold at the end of the rainbow. We never quite get there. But we can enjoy the hunting and especially if we can see the results of our endeavors as former students are molded into responsible citizens carrying their share of the load in their communities.

This statement probably leads to my philosophy on program planning which is that the primary purpose of voca-

tional agriculture is to teach boys and not subject matter. I am thoroughly sold on the Vo-Ag program as a means of developing rural boys into efficient and responsible citizens. I think that subject matter must serve as the guide post to make possible the introduction of supplemental material through supervised farming programs and Future Farmer activities. Herein lies the strength of our entire program and let us not neglect it. A good supervised farming program calls for the application of many skills and techniques and the opportunities offered by the F.F.A. are unlimited in scope as well as in value. Let us study our motto,

LEARNING TO DO
DOING TO LEARN
EARNING TO LIVE
LIVING TO SERVE

Mr. Ziegler has been teaching for nineteen years, fourteen at Mt. Baker where logging and poultry and dairy farming are the chief enterprises. Many of the fathers have small or undeveloped places and work in the woods or in industry. His F.F.A. chapter has been a consistently high scorer largely because of its participating members.

AND THEN PRACTICE IT, and I am sure that we will leave our mark on every boy who enrolls in our department.

In summarizing, I think that any long-time program should be brief, flexible and workable. It should include ample provisions for developing a sound supervised farming program and allow for full participation in Future Farmer activities which are guided by a complete and well-rounded program of work.

A basic curriculum . . .

Developed by Hawaii teachers

CHARLES W. LUM, Teacher, Kaimuki High School, Honolulu, T. H.,
Chairman, Hawaii Agricultural Curriculum Committee

AGRICULTURAL teachers of the Territory of Hawaii have completed the development of a basic curriculum—a program which is to be a component of the activities in all vocational agricultural centers throughout Hawaii.

During the summer of 1948, a committee of teachers was appointed by Mr. W. H. Coulter, then the Director of Agricultural Education and presently the Territorial Director of Vocational Education, to determine measures which should be adopted for the enhancement of Hawaii's agricultural instructional program. The committee recommended that a "basic curriculum" in vocational agriculture should be developed, and this suggestion was presented to all the teachers during the 1948 Summer Conference. The teachers were asked to think over the matter and to be prepared to offer recommendations.

The basic curriculum contains lists of units to be taught in all vo-ag classes. These basic units take up approximately half of the time of each school year. The balance of the time available will be devoted to teachings which meet specific or special needs determined by the agricultural situation prevailing in the community where the school is located.

Everyone Helps

All teachers participated actively and voluntarily in the construction of the basic curriculum. They feel that their accomplishments reflect sound educational philosophy and that their technique in developing curricular material was in conformity with valid principles. A unique feature of their achievement

is that the basic curriculum represents the cooperative thinking and action of all teachers. The work was not master-minded by a small group of experts.

To some people, the term "curriculum" has the connotation of being a mandatory list of activities with ready-made objectives, dictated ends, and stifling controls that are slavishly accepted. The teachers, on the other hand, accepted this definition for agricultural curriculum:

"All the procedures and activities carried on to attain agricultural educational objectives."

While the basic curriculum lists all the units which should be included in the total program of every vo-ag center in Hawaii, all other materials in the curricular guide constitute a source of valuable, practical suggestions to the teacher.

Each teaching-learning unit was fully developed in accordance with this outline:

1. Title of area of study.
2. Name of teaching-learning unit.
3. Questions and problems.
4. Answers to questions and problems.
5. Suggested teaching-learning activities.
6. Precautions and safety measures in performing the job.
7. Student references.
8. Supplementary references.
9. Teaching aids and their sources.

The teachers determined that no technical lag shall exist between training and application. In the teaching of any job,



Chapter farmers of Kaimuki High School representing many racial backgrounds, practice brotherhood as they learn the arts of farming and cooperation.

the facts being presented should describe the most up-to-date, practical method of performing the operations.

Only through cooperative effort can the teacher avail himself of information on the latest agricultural practices and thus keep all information in the teach-

ing-learning units constantly up-to-date. Every teacher will be alert to observe and report new practices. The Curriculum Committee will coordinate all activities connector with revision, modification or change in subject matter content. It will convert Experiment Station

reports and Extension Service circulars and bulletins into teaching materials. All efforts will be directed toward development of methods and instructional materials to meet constantly changing needs.

Follow-Up Is Needed

Teachers of vocational agriculture possess numerous devices and measures for the appraisal and evaluation of their progress and outcomes. Accomplishments in supervised farming, employment success, placement in agricultural occupations, evidence of adjustment to rural living, farming proficiency after leaving school, production efficiency of students, participation in F.F.A. and community activities, community opinion, and judgment of school administrators constitute part of the vast criteria available to determine the level of attainment reached by an ag teacher. Obviously, the teacher is not wholly responsible for the results. He is but one factor in the educative environment. His influence, however, is tremendous.

Hawaii's teachers are determined to exercise complete responsibility for all of that part of the educative environment which is under their control. The basic curriculum which they constructed will aid them greatly to attain sound aims and objectives.

Resource units

Developed by teachers in Hawaii

CLARENCE R. FERDUN, Director of Agricultural Education, Hawaii

FOR many years teachers of agriculture in Hawaii have faced a number of problems that made it difficult to adequately perform all of the activities for which they are responsible. One of the most difficult of these problems has been the one of keeping up to date with the rapidly changing technical aspects of agriculture. Teachers have found that they cannot possibly be experts in the entire field of agriculture.

A guide to the basic or common part of the curriculum was prepared cooperatively and each teacher was requested to prepare the material for specific resource units. An effort was made to make assignments according to the teacher's known agricultural specialty.

The resource units were prepared by the teachers during the 1949-50 school year. The materials have gone through the inevitable process of editing and mimeographing and are now in the hands of the teachers of agriculture.

While the needs in agricultural education differ, in varying degrees from community to community, it is generally recognized that certain purposes, objectives, and aims are common to all vocational agriculture classes. Although no two schools should teach exactly the same jobs, and jobs should not be taught in the same manner in all schools, there are some experiences and many areas

of instruction that should be common to all vocational agriculture students throughout Hawaii. The resource units developed were designed to assist the teacher in teaching those agricultural units which the teachers felt should be

common to all boys who study agriculture in our schools.

It is expected that these resource units will require about fifty per cent of the teaching time available in any one year. The remainder of the time available will be devoted to those activities which meet specific or special needs determined by factors prevailing in the community where the school is located. This increases the necessity of having each teacher become completely familiar with the agricultural needs of his community.

The resource units constitute a col-

(Continued on Page 19)



A group at work on problems of the curriculum in farmer training. (Lum, chairman of committee standing at the left; Ferdun, seated third from left.)

...Organizing learning activities

ROBERT HOWEY, Teacher, Newark, Illinois



Robert Howey

Teachers of vocational agriculture have become increasingly aware of the need for reorganizing their course outlines in order to present a more functional and a more comprehensive program of vocational education in agricul-

ture. This trend toward revision and reorganization has resulted in much confusion as to what form advance planning should take and the role of the teacher in making the plan.

Changes In Behavior

There are certain psychological and educational principles that are basic to effective course planning, and these must be accepted by the teacher before any planning should be attempted.

A well-planned course outline is essential to give direction to education. This is especially true of vocational agriculture because of the many varied activities included in a program of vocational education in agriculture. We are primarily concerned with bringing about changes in agriculture, but we know that those changes can be realized only by bringing about changes in the behavior of the individual learner. Thus education becomes an individual process and any course outline must be highly adaptable to each individual student in a particular class. It would be fantastic to suggest that the teacher prepare an individual course outline for each one of his students. It is equally fantastic to suggest that the teacher prepare a rigid course outline to thrust upon all of the students that come to him.

The teacher's plan should be a master outline of all learning activities which will act as a guide in directing the development of each individual's program of education based on his own particular needs, interests, and situations. The most challenging and most meaningful objectives for an individual are the ones he has determined for himself based upon his own individual situation, need, and stage of growth. The teacher's role is to direct the student in recognizing his needs, determining his objectives, and, perhaps the most important of all, getting the student to accept his objectives. These ideas summed up would indicate that there are certain approaches that are fundamental to effective course planning.

Anticipate Needs

The first approach to course planning consists of anticipating the needs and interests of the students to be taught in order to plan in advance an instructional program in keeping with those conditions. A systematic study of a community will reveal much information

which may be analyzed to determine needs and develop broad objectives appropriate for that community. It is assumed that persons who are to be concerned with the education in that community will have a voice in analyzing the accumulated data and in the formulation of the broad objectives.

Provide For Breadth

After this information has been accumulated and analyzed, the teacher is able to anticipate the enterprises and other phases of farming and farm living which should be represented in the farming programs of his students. These farming programs should be anticipated in their broadest sense. Too often we are concerned only with those things under the ownership and managerial responsibility of the student rather than considering his whole situation on the home farm and in the community. The supervised farming programs should be broad enough in scope to include all of the home farm and community activities, interests, and needs of the students through improvement projects, supplementary practices, and F.F.A. group activities. A good course outline will provide for wide, rich experiences and activities in all phases of farm living.

The possibilities for additional experiences and activities through the F.F.A. chapter which are closely related to the course outline and the supervised farming program should be considered. Too often we have three programs, one for the course outline, one for supervised farming, and yet another for the F.F.A. In reality, we have but one program made up of different parts which are interacting and interrelated. A program which approaches unity, balance, and symmetry is certainly preferred to one composed of separate parts which are not consciously related.

So, with this background of information about the community, the supervised farming programs, and the possibilities for F.F.A. activities, the next step is the selection of the major headings or teaching units to be included in the course outline. These major units should be allocated by years for a four year program with enough left over for additional education through young farmer and adult classes.

The allocation of teaching units to the freshman and other years is one of the most important steps in course planning. The freshman course in agriculture is very important to properly orient the student and to launch him into a long-time program of vocational education in agriculture. Units should be included that will properly orient the student to the whole program, to the department, to supervised farming, and to the F.F.A. Such units would be orientation to a high school program, to the vocational agricultural program, to teaching methods and procedures, to departmental facilities, and to the F.F.A.; some guidance should be provided concerning farming and the related occupations, planning ob-

jectives for yearly and longtime program, analyzing the home farm situation, and selecting and planning the supervised farming program. Additional units should be included that will meet the most immediate needs of the students in getting their farming programs established and under way that first year. Some farm mechanics should certainly be included. There is very little judgment exercised in planning when a student must wait until his junior or senior year to build a self feeder for a swine project that was started when he was a freshman. The time to teach farm carpentry, as well as any other unit, is when the needs of the students are greatest.

Learning May Be Self-Directed

Additional units are further allocated into the final three years. It is reasonable to assume that senior students can use and learn units that are harder to grasp. The remaining three year's units and activities should enlarge upon the first year's units and activities in keeping with the level of the students' understandings, experiences, maturity, and expanding supervised farming programs. When a teacher has reached this point in his planning he will find there are many more units that he considers to be important than will fit into a four year program. It would be folly to attempt to include everything pertinent to agriculture and farm living in a four year course. One of the objectives of a program in vocational education should be to develop the concept that education in agriculture is a continuous, lifetime process and that additional training can and should be acquired through young farmer and adult classes. The high school program should not be the final product of agricultural education any more than the supervised farming program be the final product in establishment in farming.

A further step in course planning would be the allocation of teaching units by months for each year of the program. We must consider the time element in meeting the needs of the student. Freshman students need to be oriented to the program at the beginning of school; they need to plan their supervised farming programs early in the year; they need to know how to select foundation stock at the time they are making their purchases; and they need to construct needed equipment before the time it is to be used. It is also true that if freshman students are ever interested in seed bed preparation, soils, and fertilizers, it is at the time they are preparing to seed the crops in their farming program.

Evaluation

The final step in program planning is providing for evaluation, especially self-evaluation. For some reason, we usually put evaluation at the end when it is really a part of the first steps in any planning. Students, with proper orientation, do not "shy" away from this matter of objectives and evaluation in terms of those objectives as much as most people would have us think. They can evaluate their programs and do evaluate them on

(Continued on Page 9)



Officers of the Eastern Agricultural Improvement Association discuss problems.

The cooperative approach To adult farmer education in the Wausau community

EUGENE LEHRMAN and Staff, Wausau Vocational School, Wausau, Wisconsin

THE Wausau Vocational School deals entirely with part-time and adult educational programs; consequently, the agricultural department is vitally interested in the development of programs of Adult Farmer education in the community. While the department operates a full day program of Adult and Young Farmer Education, it is ready to offer assistance whenever a group of farmers in a community shows interest in community and self improvement. In this setting there has been developed an outstanding example of the cooperative approach to farmer education.

In February, 1950, several farmers including two former members of the veteran on-the-farm training program, came into the school with a proposal to form a community organization to improve their community. They included in their plans classes for the purpose of systematic instruction in adult education. To establish such a class, each of these men agreed to bring to a luncheon at least one neighbor who had indicated an interest in the program. It was significant that the organization developed through the efforts of the farmers themselves, and that two former veteran trainees were leaders in this movement.

Building Their Own Program

The program for this adult farmer group was established at this luncheon. The program of work was outlined for the spring and summer of 1950. The group agreed that a careful study of soil and soil conservation should be their

first activity. After the first meeting of the group, it was decided that the class would need some local leadership in addition to that provided by the Vocational Agriculture Instructors. The farmers felt they wanted to establish a program of work which they could call their own. In order to accomplish this the group selected officers and drew up a constitution. The farmers of that community named the two former members of the veterans on-the-farm training program, Ben Hoffman and Palmer Gums, as their president and vice-president. They named their organization the Eastern Agricultural Improvement Association.

A Program For All Farmers

Because this group felt that they wanted to carry out community work, members of the group volunteered to set up field demonstrations and feeding trials on their home farms. One member put it this way, "Let's make each of our farms an experimental station for the practices which we feel would prove helpful to ourselves and our community." The organization also felt that there was a need to pass this information out to neighbors in their community. Through their organization they gave publicity to the trials which were being conducted and arranged for a special tour to observe the results. What the neighbors could see across the fence provided an additional amount of education.

The adult farmers have indicated that farmers are interested in what is hap-

Organizing learning activities . . .

(Continued from Page 8)

some basis anyway. Let us teach them how to evaluate by assisting them in setting up desirable criteria for their objectives and assisting them in choosing and developing devices for applying these criteria. Self evaluation by students will result in more careful analysis of his own situation, more careful planning and replanning of his program, and more interest in his individual program and progress.

There is no end to instructional planning. It is like education itself—a continuous process. We need to develop a broad outline that is flexible enough to make the necessary changes for the emerging interests and needs of the students that come to us in the future and to meet the individual situations at the present.

Any course outline will need to be revised and expanded from time to time as additional information about the community is accumulated and trends in the community are observed. A course outline developed by this approach should result in more functional program which will be more in keeping with our developing philosophy of vocational education in agriculture.

"There is no reason why vocational education cannot provide the social vision along with its technical training. There is also no reason why vocational education cannot provide avocational opportunities for the leisure hours that society will provide with a still further improvement in machinery and with better organization and planning of our work and play programs."

—Paul F. Voelker

CORRECTION

The table to accompany Mr. Fidler's article on page 224 of the April issue of the Magazine appears on page 223. This table adds considerably to the understanding of Mr. Fidler's discussion of evaluation. We are sorry that this error in arranging the pages and material occurred.

pening to their farming operations and their community. In the dairying area, these interests carry them through the entire year. The plans of this group, call for experimentation and demonstrations at all times so that members of the group can report results to the class at regular intervals.

Once this organization was established, the members did the planning and spread the results throughout the community. All farmers do not attend these classes so the farmers who do attend pass the information on. This organization is now in its second year, and is increasingly spreading its influence over the community. The stimulus came from within the group, with the planning developed on a cooperative basis between the farmers, with the vocational agriculture department giving guidance.



Adults want to learn*

JOHN A. MACK, Director of Adult Education, Ithaca, New York



John A. Mack

THE Public Schools of Ithaca, New York have been offering educational opportunities for adults continuously since 1908. The purpose of the study here reported was to find out what the people of the community wanted to learn more about so that the program could be adjusted to more effectively meet their desires.

Eight hundred adults in the Ithaca school area were asked to fill out questionnaires indicating their interest in education. There were 171 possible adult education activities listed in the questionnaire and the adults were asked to indicate their relative interest in each. They could express no interest, some interest, great interest, or that they would attend meetings in the subject.

The eight hundred adults included 323 men and 477 women, who were contacted at the regular meetings of 36 different community organizations. Fifty-one per cent were residents of the city of Ithaca and 49 per cent resided in the surrounding area.

*Based on Doctoral Dissertation, Cornell University, 1950.

Various characteristics of the group were considered in studying their interests in adult education: age, occupation, educational background, sex, marital status, number of children, age of children, part-time jobs and work experience. In this summary only two tables indicating age and occupational distribution are shown as samples.

An interest index was developed for each item as follows: no interest was weighted zero; some interest weighted as one; great interest was weighted as two; and desire to attend training sessions was weighted as three. For each activity the total number of men was used as a divisor for the weighted total

Public schools can provide education for adults in many of the areas in which they are interested.

interest of men; quotient multiplied by 100. This same process was repeated for women, thus giving comparable interest indices for men and women.

It is necessary, after learning the people's interests, to establish broad objectives for the program. These could be briefly stated as follows:

1. To furnish opportunity for new citizens to learn the English language and to become familiar with American history, customs and traditions.
2. To offer training in the so-called secondary school subjects for those people who have not graduated from high school.
3. To offer training in vocations. This should include related training for ap-

TABLE 2. Number of Men and Women By Age Groups

Age Groups	Men		Women		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
15-19	3	.93	7	1.47	10	1.25
20-24	25	7.74	44	9.22	69	8.63
25-29	43	13.31	87	18.24	120	15.00
30-39	110	34.06	178	37.32	288	36.00
40-49	74	22.91	98	20.55	172	21.50
50-59	49	15.17	36	7.55	85	10.63
60-69	9	2.79	16	3.35	25	3.13
Over 69	3	.93	6	1.26	9	1.13
Not Reporting	7	2.17	11	2.31	18	2.25
	323	100.	477	100.	800	100.

TABLE 1. Occupational Classification of Groups Included in Study.

	Men		Women		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Professional and semi-professional	63	19.50	30	6.29	93	11.62
Proprietor, manager, official	34	10.53	8	1.68	42	5.25
Sales and clerical	54	16.72	53	11.11	107	13.37
Service workers	11	3.40	4	.84	15	1.88
Farmers and farm workers	35	10.84	0	—	35	4.37
Skilled, semi-skilled and operatives	98	30.34	6	1.26	104	13.00
Not working and unable to work	22	6.81	9	1.89	31	3.87
Housewives	0	—	363	76.10	363	45.37
Not reporting	6	1.85	4	.84	10	1.25
	323	100.	477	100.	800	100.

prentices in the trades, opportunities for upgrading for workers, training for people who wish to enter new vocations and an opportunity for foremen and supervisory employees to obtain training. This should include labor-management problems.

4. To offer desired training opportunities for effective home and family living problems, in understanding children, family relationships, basic behavior patterns, and psychological problems.
5. To give opportunity to study personal and community health problems.
6. To give aid in solving homemaking problems of a routine day-to-day nature—meal preparation, clothing construc-

TABLE 3. Interest Indices for Educational Activities.¹

Activities	Interest Indices*	
	Women	Men
Decorating my home.....	137.3	52.3
Understanding children	120.1	61.0
Doing housework easier	115.1	9.6
Arranging flowers	103.4	11.5
Planning family meals	102.3	7.7
Making clothes	101.3	.93
Fixing and refinishing furniture	101.0	71.5
Growing flowers	99.4	36.5
Family relationships	97.5	52.0
Cooking and serving meals	95.4	8.4
Making slip covers	90.1	2.8
Home landscaping	87.0	70.0
First aid	86.6	50.8
Using and caring for home appliances.....	83.6	27.2
Buying food for the family	83.4	22.9
Spending family income	82.6	39.9
Growing a home garden	80.5	44.3
Planning children's parties	79.9	20.1
Buying clothes	78.8	15.5
Safety in the home	77.6	48.3
Planning a home	76.9	54.8
Altering clothes	76.3	2.5
Listening to good music	75.9	45.8
Playing family games	75.7	34.1
Using psychology every day	75.3	48.0
Canning and freezing food	74.2	31.6
Knitting and crocheting	71.1	1.2
Mending clothes	70.6	3.7
Swimming	70.4	42.4
Making a home playroom	69.2	33.1
Current local problems	64.2	51.4
Finding out what I can do	63.7	48.9
Dancing	62.1	41.2
Buying and financing a home	59.5	44.9

*The interest indices for women are shown as they ranked from highest to lowest. The interest indices for men are shown as compared with women.

¹A major number of the interest indices developed in the study were omitted in this publication.

tion, home decoration and home management.

7. To provide opportunity to study civic problems of current local, state, national and international interest.

8. To provide opportunities for cultural growth, music, art, literature and foreign languages.

9. To provide training which will aid in the development and continuation of hobby and leisure time activities.

10. To provide program aids to organizations in the community as needed and desired.

11. To train adults for leadership in community youth organizations.

12. To maintain adult counseling service, including limited aptitude and testing facilities.

13. To maintain enough flexibility in the whole program to allow for the ever-changing educational interests of special groups.

The study recommends that training be offered to adults in the following vocational fields: agriculture, apprentice for major trades, commercial education, counseling and guidance, foods for the family, mechanical drawing, practical nursing, training for owners of small businesses and clothing construction. The following non-vocational training areas are also recommended: Americanization for newly arrived aliens, art work (painting, ceramics, wood carving and art appreciation), auto driving, family living (family relations, under-

standing children, safety in the home, etc.), foreign languages, general wood shop, general metal shop, graphic arts, hobbies and crafts, home building, home landscaping, music, operation and care of audio-visual equipment, photography, public affairs, forums, public speaking and youth leadership training for adults.

These recommendations were based on the interest shown by the adults in the above activities and the enrollment in adult education classes in Ithaca during the period 1934-1950. As an example, here are the reasons for recommending that agricultural training be made a part of the program:

1. During the war period training centers were set up in three neighborhoods outside the City of Ithaca. Training sessions in farm machinery repair, milk and egg production were well attended.

2. There were training sessions for young men who were getting started in farming in five of the last fifteen years.

3. The men in this study who were farmers constituted a low percentage of the total, but showed a high total interest score. They made up 4.4 per cent of total people, but 8.1 per cent of the highest interest group.

4. There were a great many part-time farmers in the community—they constituted 1 per cent of the total in this study.

5. The men included in this study gave the agricultural education activities interest indices and rankings as shown in Table 4.

6. The fact that these activities were ranked so closely together and around the median interest index for all men for all activities indicated a solid core of interest among the farmers included in this study.

7. The consistency in rank among these activities would indicate that the same people were interested in most of them.

The speed with which such a program could or should be developed would depend on facilities available, trained adult education leaders available, organization and administrative problems to be solved and the demands made and help offered by interested groups in the community. ●

TABLE 4. Interest In Agricultural Activities.

Activities	Interest Index	Rank*
Conserving the soil	44.9	25
Constructing and repairing farm buildings	35.9	42
Doing farm work easier	33.1	46
Repairing farm machinery	32.8	47
Fixing up a farm shop	32.5	48
Growing farm crops	31.9	50
Keeping farm records	30.7	53
Buying fertilizers	30.0	55
Managing a woodlot	29.7	56
Farm irrigation and drainage	29.1	57
Farm price supports	28.2	58
Insurance for farmers, liability, fire, crop	26.6	61
Buying seed	26.3	62
Getting started in farming	25.7	63
Raising dairy calves and heifers	24.5	65
Marketing farm crops	24.5	65
Rearing chicks and pullets	24.1	66
Making farm agreements	24.1	66
Financing the farm business	24.1	66
Buying farm machinery	23.9	67
Caring for the poultry flock	23.5	69
Marketing eggs and poultry	23.5	69
Caring for dairy cows	23.5	69
Buying a farm	23.2	70

*This rank refers to the activities relative rank among the 171 items. Number one was highest, (had the most interest expressed in it), etc.

...Practical agricultural education ...

In the Philippines

MUNOS, this progressive agricultural school of secondary grade is a challenge to agricultural education, both in the Philippines and in any other part of the world where scientific agriculture is taught. This pivotal center of the evolution of agricultural education in the Philippines, founded in 1907 by legislative action opened in 1909, in a concrete expression of a people to make agricultural education practical, worthwhile, and effective. It was created by the Executive Order No. 10 of the Governor General, April 10, 1907.

This school, now with an enviable reputation, was at first an unpopular farm school and suffered bitterly from countless impediments and frustrations. Its controlling purpose is "to fit the pupils for useful employment and to meet the needs of persons over 14 who have entered upon or are preparing to enter upon the work of the farm home."

Munos, called by some a model city or town, which in reality it is, last year turned down over 3,000 applicants for admission. It has 658 hectares of land, 1,144 students, 33 teachers, 21 employees, and 333 dependents of school personnel.¹ In order to take the entrance test, a student must have an average of 85 per cent on his studies in elementary school, be 14 years of age, have good health and be willing to work. Little money is necessary because under the system used at Munos, every boy and girl is required to work one-half of each day.

Costs To Students

The money required for each of the four years or for post graduation is enough to pay fees of 5 Pesos, subscription to the *Plowman*, the school publication, 5 Pesos, about 5 Pesos for book rentals, and in addition the student must have on deposit in the student bank about 60 Pesos to cover emergencies. (This money is his own and subject to his use.)

Once admitted, the student brings or acquires a bolo, shoes, overalls, mat, pillow, spoon, fork, mosquito net, blanket, plate or messkit, table knife, drinking cup, toothbrush, cot, and comb, besides cadet uniform in case of boys, and dresses or clothing in case of girls. Students come for the full four years during which time each one is allowed one month vacation per year. In the freshman year at Munos, each one is required daily to work a half day on some project conducted by the school, such as the kitchen, bakery shop, the canteen, cooperative food store, the garden projects, the agricultural projects, the building projects, the rice mill, the tailor shop, the barber shop, on the upkeep of grounds, and in similar enter-

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WORD MEANINGS

One peso=\$0.50.

A "bolo" is a sort of machete that is widely used on Philippine farms.

One hectare=2.5 (2.471) acres. One cavan (plural is *cavanes*)=approximately 2.8 bushels or 44 kilograms of rough rice. Therefore, 65 cavanes per bushel=72.8 bushels per acre.

"Huklandia" is a poetic reference to Central Luzon where the insurgent Hukbalahaps, political dissidents, are most prevalent.

The "national language" is Tagalog, the native dialect spoken in Southern Luzon and Manila.

"Carabaos" are water buffalo.

"Huks" is a common abbreviation of Hukbalahap.

vision of carefully selected women teachers. The girls' practical course includes light gardening, orchard work, poultry, dairying, handicrafts or home industries, marketing farm products, mending and laundry work, house and yard management, first aid, club work and social welfare work. The boys, in their freshman and senior years, stay in dormitories under the supervision of selected men teachers, but in their sophomore and junior years stay in one of the four barrios connected with the school. Here they learn to completely control and govern themselves from the time they sign a contract with the school to carry on a project until they have a final accounting at the end of their junior year preparatory to spending their last year in the school grounds.



Students harvesting rice at the Central Luzon School under supervision of teachers.

prises. During the second year, every boy and girl must take over the management and operation of some project for their own account and profit, such as field crops of rice, sugar cane, corn, cassava, peanuts and bananas.

The typical project is rice. The planting, the preparation, renting the carabao, the seed purchase, and the harvesting are done by the boy or girl, many times on a cooperative basis to the extent that such is possible. Any extra cost for labor, seed, fertilizer or material is deducted from a profit on the project to give the student-farmer a net of 75 per cent of all the money earned; the other 25 per cent going to the school. There are 119 cultivated rice farms of 2.8 hectares average. Last year's harvest of 20,195 cavanes of rice averaged 65 cavanes per hectare or about 2½ times the national average of twenty-seven.²

All girls for the full four years must live in dormitories under the super-

Located in Nueva Ecija, Muñoz is in the heart of Huklandia. Yet the safest place is in the school because of the four barrios. One has been turned over to a combat team which patrols the area at all times. In the school proper there is a system of guard-posts, manned dur-



Checking insects on a portion of the horticultural lots.

¹Central Luzon Agricultural School. Brochure published by the *Plowman*, student publication, CLAS, August, 1950.

²From Maulit, Dimes A, Assistant Agronomist, Dept. of Agriculture and National Resources, Philippines, January 4, 1951.

ing the night hours, which communicate by means of gong.

An Experience Curriculum

All students must take theoretical instruction for four hours daily including such subjects as composition, national language, general science, general mathematics, world history, current events, philosophy, history, government, farm economics, horticulture, plant biology, agronomy, animal husbandry, animal biology, chemistry, farm physics and/or farm engineering. In addition, girls take in lieu of one hour of field work daily, foods, clothing, textiles, home and family, handicrafts, nutrition, art appreciation, personal, home and community hygiene, and child care. Boys take military training. Both boys and girls take health and physical education.

An unusual and significant feature of the Munos school is the student government, which is not a student government in the ordinary sense of the word, but is really a miniature town or city where certain officers are elected by democratic procedure and where the duly elected officers appoint certain other officials necessary to run the town or community in an efficient manner. In the school are dormitories, a hospital, cottages, cooperative store, post-telecom office, movie, bakery, recreational centers, barber shop, shoe shop, light, water, and telephone facilities.

There is a student council, student court with a judge, prosecuting and defense attorneys, and there is a student police force.

The school community has a constitution with accompanying rules and regulations. It was an inspiring experience to be present at the induction of the officers of the Munos school. The Vice-President of the Philippines, Fernando Lopez, traveled from Manila to give the oath of office and make the main address in complimenting these young people on their leadership.

An acceptance address, made by the student-mayor, urged the carrying out of the democratic spirit which seemed so strongly to pervade the school. Present at the ceremonies was Dr. Gilbert Perez, Director of Vocational Education, called by many the Father of Vocational Education in the Philippines and credited with the statement, "the salvation of this country rests in the

development of an intelligent, work-conscious and technically prepared group of agricultural producers." It was largely through his inspiration and fight that Munos has developed as it has. Now that it is a going concern he reports that all Legislators want a Munos school in their provinces.

The writer, in his trip to the school, was impressed even before he arrived, by a visit to the extension project of a prominent physician in a neighboring town where poultry was being raised with the help of the staff of the Munos school. This extension project is just a part of the board extension work being done at Munos which embraces not only poultry raising, but also fertilizing, seed selection, animal breeding, rice culture, and similar agriculture problems which are so vital to the Philippine economy.

Upon arrival at Munos, many projects on the school grounds were visited. The school's pig project was outstanding. It was learned that approximately 200 sows were expected to farrow by Christmas. The experiments with cattle were not progressing as rapidly as some of the other projects, but they have

learn to become one for whatever community he will later make his own.

Student Objectives

The writer was fortunately able to interview students in the school. He was surprised in talking to several girls to learn that they came to Munos to study agriculture. It is so unusual to find a girl who sets out deliberately to learn agriculture. One of these girls was the only one left in her family who might take over the management of her father's farm. Another girl seemed to have the idea that she wanted to learn to become a farmer in order to compete with other members of her family who also wanted to become farmers. Another girl wanted to learn to teach homemaking which, by the way, is an integral part of the girls' education at Munos.

Every boy interviewed had for his main purpose the idea of becoming a farm manager or a farmer. One of these boys had saved 350 Pesos since he enrolled in the school. He is now an important member of the staff of the *Plowman*, the student publication which con-



The superintendent, Mr. Arcadio G. Matela, stands in front of the symbolic plowman and his carabao at the Main Gate of the Central Luzon Agricultural School.

in them great promise for the future. The project in milk from goats seemed sound as these animals are rather easy to feed with the kind of food found in the Philippines. The egg production from the chickens and the activities of the hatchery bid fair to becoming show places for people who want to see modern agricultural progress. To run Munos school it, takes about 33 faculty members and about 21 additional staff members for clerical, financial and post office duties and similar activities so necessary for this sort of community. Munos has an inspiring kind of education. Here is a school founded some years before the oldest vocational agricultural school in the State of New York and yet which is modern in every respect. A boy or girl coming to Munos is either courteous or must learn courtesy, either a cooperator or must learn cooperation, either a worker or he must learn to work, either a farmer or must learn to farm, either a leader or must

tain articles of merit. One junior interviewed had been a member of the barrio and was living in a cottage at the time when two of his fellow cottage mates were killed by Huks, or bandits who made raids to take food from the students. During the raid and under the cover of darkness this boy escaped through the window and through the fields to avoid being killed. Another student interviewed was the wife of a student in one of the barrios. When asked why she and her husband came to the school, she answered that they wanted to learn enough scientific agriculture so as to increase the size of their farm as well as to learn to make a good living on it.

Student Life

The life of these students in the barrio, which is equivalent to a small American village, is a lesson in cooperation. In each barrio, from among the students, a barrio lieutenant is

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The school has three 750-layer wire floor commercial houses, each provided with a middle aisle which serves as a service alley. As pictured above, one can easily do the watering, feeding and collection of eggs without getting in contact with the flock.

... School farms in the North Atlantic Region*

ARTHUR M. AHALT, Teacher Education, University of Maryland



A. M. Ahalt

THE SURVEY from which this summary was taken, was made during the 1949-50 school year. Its purpose was to locate the school farms in the region, determine their nature, discover the problems encountered and the practices followed in attempt-

ing to solve these problems, along with the advantages and disadvantages of such an activity.

Schools having farms outside of Maryland were located through correspondence with State Supervisors. Teachers in those schools were then asked to fill out a questionnaire, giving information concerning the nature of the farms and management practices followed. Maryland teachers were contacted direct to locate farms and get opinions concerning them.

For the purpose of this study, a school farm was interpreted to mean a group of related enterprises organized and operated as a unit, or a single enterprise of major proportions, in either case operated by the vocational agriculture department and/or the local chapter of the Future Farmers of America. The teacher reporting made the final decision as to whether his situation should be classed as a farm or not.

Location of Farms

The following twenty-five school farms were reported by the State Supervisors:

Maine—Oldtown High School, Fryeburg² and Lee Academies.²

Maryland—Gwynn Park, Buckingham (Berlin), Hagerstown, Damascus, Gaithersburg, Poolesville and Boonsboro High Schools.

Massachusetts—Bristol,² Essex² and Norfolk² County Agricultural Schools.

New Hampshire—Quimby and Alverne high schools and the Pinkerton Academy.

New Jersey—Belvedere High School.

New York—Sewanhaka, Barker and Newton² high schools and Racland County School.²

Pennsylvania—Quakertown and Williamsport high schools.

Vermont—Randolph Center State School of Agriculture.²

West Virginia—Hamlin High School.²

*Presented at the North Atlantic Regional Conference. Summarized from material gathered by Richard N. Jones, Teacher of Agriculture, Clarksville, Maryland.

²Adjudged to be area schools.

³No replies received from questionnaires sent out.

Delaware, Connecticut and Rhode Island reported no farms.

All but three of the teachers supplied the information requested. Six schools were not included in the summary since they represent area schools, not typical of the average high school. The final summary includes 16 school farms.

Nature of the School Farms

Descriptions of the farms given by the teachers made possible a fair picture of each situation. The great variety of conditions existing was one of the outstanding things noted. In general, there were two types of farms; the small land laboratory type and the large sized farm. The former is a farm smaller in size than generally found in the community and usually devoted to a variety of agricultural enterprises. Most of the farms included in the study which fall into this category are located in Maryland; as a rule, they started with group production projects and expanded gradually until they reached farm proportions. The large farms were generally acquired as gifts or purchased by school boards.

Size—The farms ranged from 3 acres to 750 acres in size, with 11 having less than 50 acres and the others having 65, 96, 175 and 220 acres respectively. Apparently, the only conclusion that can be drawn is that the smaller land laboratory farm is preferred.

Enterprises—Enterprises varied to such an extent that any figures that might be presented would have little meaning. The usual crops and livestock found in the region where a school was located were reported with a predominance of the livestock being poultry and swine.

Equipment—The farms seem well equipped with both machinery and buildings, ranging from 2 to 30 major pieces of machinery and from 2 to

19 buildings, with 5 reporting more than 10 pieces of machinery and the same number reporting more than five buildings. Three of the 16 teachers did not report on this item.

Use of Profits—Profits were used by 7 of the 16 departments to improve the farm and purchase additional equipment, two used profits for other F.F.A. activities, three used them for a combination of both of the above, and two schools with new farms had not established a policy. Four departments furnished farm products to the cafeteria for lunches at reduced prices.

Management—In eight cases the instructor acted as farm manager and made the decisions, in five cases the instructor shared this duty with the boys, in one case he shared it with the hired hand, in one case the boys made all decisions and in one case no policy had been established.

Almost half of the farms had full-time hired hands (all 6 over 40 acres in size and one of the smaller farms); only two hired part-time labor. All departments used school boy labor which was paid for in some cases at rates varying from 40 cents to 50 cents per hour. Some difficulty was noted in getting summer work done where boy labor was relied upon and a tendency was noted to arrange work so as little labor as possible was needed in summer. Various schemes were used to determine when pay should be given to boys.

Attitude Towards School Farms

All teachers in the region with school farms reported they had a favorable attitude towards them, except two teachers in Maryland who were neutral. All Maryland teachers, whether they had school farms or not, were asked to express their attitude and that of their school administrators towards school farms. Of the Maryland teachers not having farms 17 reported favorable attitudes, 4 unfavorable attitudes and 11 were neutral. Twenty-three Maryland teachers reported their administrators favorable to school farms and 3 neutral.

Advantages and Disadvantages of School Farms—All teachers were asked to list what they considered the advantages and disadvantages of school farms. The two following tables summarize their statements.

Advantages of School Farms

	Number of Teachers Listing		
	Having Farms	Not Having Farms	Total
Serve as laboratory for all departments of the school.....	4	24	28
Give opportunity to acquire knowledge and develop skills in a "doing" program.....	13	13	26
Source of income.....	5	9	14
Possibility for community service and experiments.....	1	7	8
Public relations agency for the teacher and department.....		6	6
Opportunity for boys to have projects who would not otherwise have them.....	3		3
Might expand the vocational agriculture program.....	2		2

Disadvantages of School Farms*

Teachers Listing

Makes the teacher and department vulnerable to financial liability and criticism	20
Requires so much capital that it may offset advantages	10
Takes too much of the teacher's time	10
Creates a labor problem	9
Allows possibility of conflicting with other school activities	4
Creates extra responsibility for teacher	2

*Listed only by teachers not having school farms.

It is interesting to note that teachers having school farms listed no disadvantages. It should also be noted that the reactions on attitudes are largely those of Maryland teachers, since only the teachers having farms in the other states expressed themselves on this point.

Summary

School farms do not seem very popular with high school departments of vocational agriculture in the Northeastern Region. Only 16 were reported for 1949-50 and these were located in 6 of the 12 states in the region.

The nature of the farms tended towards the small land laboratory type. In general they were purchased by boards of education or obtained as gifts. Operations beyond purchase were financed about equally between boards of education and the F.F.A. or the department of vocational agriculture.

The school farm movement seemed to be most evident in Maryland from which 7 of the 16 farms were reported, with all but one being the land laboratory type and that one as borderline case. It is entirely possible that more of the small farms exist in other states than those reported, as the State Supervisors of the other states may not have considered the smaller units as farms in reporting as the Maryland teachers did.

School farms are continuing to develop in the region. Since the study was made, two more have been found in each Pennsylvania and Maryland, and no doubt, some of the other states also have some new farms. Some county school administrators seem favorably inclined towards school farms in Maryland and there is a definite possibility of a number of additional new farms being developed in that state.

Half the children are in families of three or more children. One out of 8 children is not living with both parents. Home ownership is now at an all-time high, 55 per cent of 39 million dwelling units now being lived in by their owners. Accidents kill more children and young people than any disease.

Facilities to carry on the program in vocational agriculture

H. E. McCracken, Teacher, Bluffton, South Carolina

THE primary purpose of a course in vocational agriculture is to aid individuals in becoming established in farming and/or maintain a high operating efficiency of the farm. To accomplish the objective set forth above it is necessary for a department to develop facilities, services, equipment and other means to aid individuals and groups of farmers.

The classroom, the nucleus of the activities, was set up in a manner to afford effective teaching and provide teaching materials in a readily available form. The classroom is equipped with books, bulletins, filing cabinets, adequate teachers desk, 16mm projector, film strip and slide machine, 35mm camera for making slides, complete F.F.A. equipment, student's desks, separate filing facilities for each student and minor equipment needed to carry on activities with all-day boys, veterans, and adults.

All teaching material in the classroom is filed according to The Dewey Decimal System as outlined in *A Handbook on Teaching Vocational Agriculture* by Cook. The students of the class, when the system was established, aided in setting up the system and thoroughly understood how to find needed material. Each year the system is explained to the new students. Books, magazines and special material are displayed to make them accessible to students.

Serving The Community

A farm shop is located at the school and fully equipped to meet the average needs of all students. Hand tools and power tools are available to do practically any farm job. A number of farmers, especially veterans, can do their own work but at times the school finds it necessary to seek the help of a specialist. Arrangements are made to have the special aid of welders, if the job necessitates such action. The shop is open six days each week. Tools required to do a special job on the farm are checked out to the individual. This is best illustrated by the pipe tools needed for installation or repairs of water systems or acetylene welding equipment being used on jobs which are impractical to be brought to the school. The chief limitation on the farm shop is its size. More space is needed.

Food conservation is taught at the school cannery. The cannery has proven to be highly essential for teaching and conservation of food for individuals and the school lunchrooms. The cannery was established about ten years ago and located in a former school building which was vacated when schools were consolidated. The cannery is located about seven miles from the school but near the community center. The cannery is completely equipped and serves all student groups of both white and colored races. The volume of canning has been reduced since the war as a result of the

establishment of a cooperative freezer locker at the same site and the purchasing of a number of home freezers. It might be noted here that the cooperative freezer locker is not under the supervision of the school but close liaison is maintained and students are urged to use the facility as it is a community enterprise.

A creosote vat was established in 1946 to preserve posts, lumber and other farm timbers. The vat is a cooperative enterprise initiated by adult farmers and business men of the community. Since the vat began operation many hundred posts have been treated as well as thousands of board feet of lumber. The vat serves an important service as the posts and lumber now available are not of a high quality and must therefore be treated for long life. The heart pine timber common to our community years ago is no longer available. The vat is located near the cannery and a common boiler is used for both activities. This situation is very satisfactory.

The 35mm camera for making slides of the activities of the students has proven to be highly beneficial. Records of various projects, rates of growth, stages of construction, etc. can be effectively recorded on slides and make excellent teaching material. Every department is missing an excellent opportunity for teaching if it does not own a camera. The camera and slide machine were purchased by the school.

Every department encounters certain difficulties in reaching various activities in the community. Here is a problem of transportation. The local school district owns and operates the school busses and one is available at all times for the use of the vocational agriculture department. Special arrangements are made if the bus is used all day. The teacher or the regular bus driver operates the bus. This transportation—available at all times, simplifies planning and reduces transportation time to a minimum.

F.F.A. Chapter Active

A school forestry project has served as a teaching laboratory of forestry since the early thirties. The teaching has been mostly with the in-school students but to a limited degree with adults and veterans; indirectly the forestry project has influenced many citizens of the community. Areas set to pine in 1932 have been in recent years, thinned and sold for pulpwood. A number of all-day boys who have worked in the forestry projects as students have, in later years, set thousands of pine seedlings as a result of their experience in the vocational agriculture class. Jobs as thinking, planting, harvesting, marketing, and management are taught through the forestry project and classroom activities. The 35mm camera works well in conjunction with forestry activities.

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State associations . . .

Programs ... activities ... relationships

NEIL JOHNSTON, Teacher, Clarinda, Iowa

AS the result of the executive committee meeting of the officers of the National Vocational Agricultural Teachers' Association, at Denver during August of 1950, a survey form was sent out to approximately forty state Vocational Agricultural Teachers' Associations. From this survey some thirty-eight replies were received and the following is an attempt to summarize the information from these thirty-eight states. Additional states were contacted but due to errors in address replies were not received.

Of those replying only one state indicated that it did not have a State Association of Vocational Agricultural Teachers'. The majority of the State Associations have their annual meetings at the time of the annual conference and again, in a majority of cases this is held during the summer. A few are scattered through the Fall and some as far along as the Christmas vacation.

In reply to the question as to the amount of time that was used for association business, there was quite a range in the replies. The majority have three or more hours devoted to association business and some up to and over ten hours; very few were less than three hours and about one-half of the associations felt that they *did not have enough time*. The average number of meetings of the state associations during the time that they were in session at their annual meetings was three and some had as many as ten different meetings. Some of them met in the evening, but most felt that the day meetings were the best attended and the most satisfactory.

State Officers

In the matter of selecting candidates for office, about two-thirds of the states provided nominating committees and about one-third depend on open nominations only. All have systematic methods of selecting their officers. One elects the secretary-treasurer each year along with the old secretary-treasurer, and the vice-presidents each moving up one step; and that requires that the president be selected from the district chairmen, and by them; a number require that the president be a member of the executive committee just previous to his election; then another group has the election of the president from the directors and by the directors themselves and finally a significant number provide for the automatic moving of the vice-president to the presidency each year. There was a definite trend in opinions expressed in favor of some requirement for the newly elected president having direct contact with the executive committee and its work just previous to his election. Those expressing opinions were very definitely opposed to the election of any inexperienced president.

In the question of having officers hold over from one year to another, about three-fourths provided for the directors holding office for a term of years and these terms overlapping. A few provisions for the secretary-treasurer serving for quite a term of years, most provided for a new president each year; however, in case of emergency, many provide for the president to carry over if it is felt necessary.

Annual Professional Dues

In the matter of annual dues there was perhaps a greater variation between the states than any other particular question. The low amount listed was fifty cents per member per year and the highest listed was twenty-two dollars per member per year; the average ranged between ten and twelve dollars each. These dues were usually all inclusive; that is, they included the N.V.A.T.A., the A.V.A., *The Agricultural Education Magazine*, their State Vocational Association, and other local items. The balance after these funds were taken care of was left to the State Agricultural Teachers' Association for its use. Many states depended almost entirely upon dues from the members as their source of income, some however, sell printed materials; project record books, have royalties on workbooks, which were printed, and other similar types of income. One state in particular indicated that this was an incentive for better work on the part of their district committees. The feeling was that they were able to secure better record books than otherwise available, and the income from the books was a great help in handling association matters.

Approximately one-half of the states have the state divided into districts; the balance operate as a single state unit. In general, where a state is divided into districts they have a district chairman on the state executive committee. A number of the states provide for area by counties rather than by larger districts.

One hundred per cent of the state replies indicated that any retirement system which they had was in connection with other teachers in the state. One state indicated that a retirement income of one hundred and fifty dollars per month was not satisfactory. This would indicate that the teachers in practically every state have some type of retirement system. The retirement rate ranged all the way from twenty-five dollars per month to one hundred fifty dollars per month. The average seemed to be somewhere between seventy-five and eighty dollars per month.

In answer to the question concerning group insurance programs, it was shown that most states do not have a group insurance program. Approximately ten states provide for some group insurance such as life, sickness, or auto insurance. One state made provision for a widow's

pension fund. When asked the question as to whether their group insurance programs were satisfactory, the states were equally divided as to whether they were satisfactory. In other words, one-half liked them and one-half did not.

The question regarding a code of ethics brought out the reply that about two-thirds of the states have a "State Code of Ethics." As to enforcement, most were printed and distributed in one manner or another, especially to the new teachers entering the field. A great majority of the states let it ride there, no further effort being made to check up, or to provide for enforcement. Three or four states had set up machinery for enforcement but no indication was brought out as to whether this machinery had ever been put to test. Most of the machinery for enforcement involved the bringing of charges before a committee, usually the state executive committee, and they determined the necessary steps to be taken.

Sharing In Policy Making

More than three-fourths of the states replying to the questionnaire indicated that their part in determining policies related to the state vocational agriculture or F.F.A. contests were satisfactory. Seven states indicated that they felt they did not have a satisfactory or effective voice in determining policies in connection with these contests.

In connection with the state conference meetings, which, as indicated above, are usually held during the summer time; about one-third of the replies indicated that teachers from outside of the individual state were invited to participate on their conference program, while the other two-thirds indicated that this had not been the practice. The entire group, however, was heartily in favor of such a practice and wished to either start it, if it were not already in operation, or to continue if they had done so in the past.

The question was asked in regard to the per cent and extent of participation by teachers within the state in their own state conference. There was a wide range of participation all the way from zero to well over fifty per cent. The participation consisted of individual reports, committee reports, district studies and reports and similar items. Several reported very favorably on the idea of having district studies and reports. The responsibility for selection of the subject material for the annual state conferences was assumed practically one hundred per cent by the agricultural teachers in fourteen states; the other three-fifths of the state replies to the questionnaire ranged all the way from no responsibility whatever up to nearly one hundred per cent.

Delegates

The question of sending delegates to the N.V.A.T.A. meetings brought out the reply that twenty-seven states definitely planned for the sending of delegates. About half of these states pay all of the expenses of the delegate and the other half had limitations ranging all the way from fifty dollars to one hundred

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Advisory council members at Illinois Farm and Home Week gain new perspective on programs of education in agriculture.



Illinois advisory groups get together

MARSHALL J. SCOTT, Teacher Education, University of Illinois

A SURGE of new advisory councils and committees has appeared in connection with vocational agriculture departments in Illinois. The trend toward reorganization of small school districts into larger unit districts has resulted in the formation of many general school advisory councils. A majority of school advisory groups have been patterned after the type of advisory groups which have been so popular in agriculture education.

A rapid increase in the number of advisory groups has brought problems, frustrations, and misunderstandings concerning the successful use of advisory groups in the public schools. School administrators, teachers of vocational agriculture, members of boards of education and advisory groups, have felt a need to get together and share experiences and ideas. So much interest was shown that the University of Illinois Farm and Home Week program included one-day sessions for individuals interested in advisory groups in 1950 and again in 1951. Attendance at the meetings has increased each year over the previous one. This year approximately 200 people from about 50 communities attended the sessions.

Developments in 1951

To take care of a larger group in 1951, the program was divided into areas of specialization including: general school councils, general advisory councils for agricultural education, advisory committees for high school, adults, young-farmers, and veterans education. A joint session was also arranged for all groups. As an added feature members of the local chapter of Alpha Tau Alpha prepared an exhibit of materials which they considered to be of interest to members of advisory groups.

Another movement which appears to be gaining in popularity consists of sectional meetings concerning advisory group activities which are attended by representatives of a number of schools. Administrators, teachers, school board members, and members of advisory groups are invited to attend. From ten to twenty communities are normally represented in these meetings. From the

standpoint of attendance and developing interest in more effective use of advisory groups, such meetings appear to be very successful.

The agenda for these meetings will vary somewhat but in general they adhere to the pattern which is indicated in the following program:

1. Introduction of groups and individuals in attendance.
2. Reports from representatives of each advisory group in attendance concerning activities, purposes, and accomplishments of their respective group.
3. Discussion centered around:
 - a. The kind of educational program an advisory group should work toward.
 - b. Practices which appear to be most effective in developing and maintaining successful advisory groups.
 - c. Methods of evaluating the work of an advisory group and the educational program under consideration.
 - d. Specific problems may be raised in the group discussion such as:
 1. Organizing an advisory group.
 2. Selecting members and rotation of membership.
 3. Maintaining interest and attendance.
 4. Length and place of meetings.
 5. Agenda for council meetings.
 6. Appropriate activities of the advisory group.
 7. Keeping out of administration.
 8. Relationships with other groups in the school.
 9. Preventing certain people dominating the advisory group.
 10. Desirable publicity.

It can be said in conclusion that opportunities for advisory groups to get together appear to be desirable in getting more effective use of the advisory group techniques. "We learn from each other" is a phrase which seems to apply to advisory groups as much as it does to individuals. The experience in Illinois seems to indicate that school officials and members of advisory groups welcome the opportunity to attend meetings where they can discuss techniques and practices associated with the successful use of advisory councils and committees. ●

State associations . . .

(Continued from Page 16)

twenty-five dollars. The average being around one hundred dollars. Most states send two or three delegates and some as high as five or seven.

Many states plan to send the individual delegate only one year, however, an increasing number are making provisions for at least one of the delegates each year to have been a delegate the previous year. This makes for a greater continuity in handling national matters.

The last question in the questionnaire asked for significant things in the state association that would be of interest to other state associations. The following are excerpts from these replies:

1. Teachers help prepare exhibits at the state conference.

2. Teachers are tagged with their names at the conference and always wear these names throughout the conference thus making for better acquaintances.

3. To have an annual banquet at the time of their conference.

4. In the Spring and Fall contracts come out and each teacher is canvassed. He sends in a statement as to his last year's salary and the present salary offered. This is totaled, averaged, etc. and the result sent back to the members giving them a picture of the salary trend. In a number of cases they have been able to secure raises.

5. All veteran teachers pay the same dues as a regular vocational teacher and this year a veteran teacher is president.

6. Only classroom teachers of vocational agriculture are allowed to become members of the state association, teacher trainers, etc. are not allowed to take membership.

7. A joint conference is held each year in June with the agriculture teachers of a neighboring state. This has been done for several years.

8. We have set aside five hundred dollars to be spent on a research program and the distribution of research materials.

The per cent of replies to this questionnaire throughout the state was most gratifying and showed a most healthy situation among the various state associations throughout the Nation. ●

Be a live wire and you won't get stepped on; it is the dead ones that are used for floor mats.

A vocational agriculture program . . .

(Continued from Page 3)

we already had the philosophy and the necessary techniques to bring to bear on the new program. Farmer training of veterans at its best, in my opinion, simply followed the vocational concept of systematic instruction with the necessary adaptation to the needs of veterans—class work and field study plus on-farm supervision, the proper combining and inter-relating of theory and practice. Also there have been both pre-service and in-service teacher training together with the preparation of specific educational materials useful to the teachers, the ordinary teacher-training and helping procedure.

In our veterans' farmer training and emergency programs we have learned, or proved what we already knew, that effective teaching can be done by persons relatively untrained in professional education if they have the proper guidance, supervision, and teaching helps. Much use of this same kind of thing can be made by vocational agriculture in national defense.

A Local Responsibility

Any vocational agriculture for national defense should be part of the program of local departments of vocational agriculture in public schools. Here are the trained leadership and the facilities which will have to be used in the defense training. It should not be a separate program. The public school is the one agency charged with the responsibility of educating people—the one agency responsible for developing functioning abilities so that people may have control over their surroundings and safeguard the rights and freedoms that should be theirs. Vocational agriculture for national defense must also be vocational agriculture for local defense; it must defend the school as the agency in this country whose business it is to educate civilian people, vocationally and otherwise. It can so defend the school only if it assumes the responsibility it should assume. All vocational agriculture should be a part of the work of local departments of agriculture in the schools. And any achievement in vocational education should reflect glory to the total program of education.

A whole flock of agencies now do, or would like to do, educational work. No doubt, others will come into existence. Much of the educational work done by other agencies is done because the school has refused, or at least neglected to accept the responsibilities that were its own. The school has no right *not* to assume the responsibility and then gripe because some other agency is set up to meet the educational needs of the people.

Military Service and Training

An important angle of vocational agriculture for national preparedness exists in the present low-age draft bill and the plan for universal military training. If boys enter military service or training at approximately the end of their high-school work, vocational agriculture may need to become quite different—on the

high school level, and to pick up the young men when they return very likely with governmental assistance in continuing their education. Farming programs of high-school boys will be vitally affected and, if so, the rest of the course of study. Good farming programs, as we know them, can be built up and boys can be guided in becoming established in farming only if the programs are not to be terminated at the age of 18.

Someone may suggest that this difficulty can be removed by discontinuing vocational agriculture in the high school. Look out. Vocational agriculture in the high school is our closest tie-in with the public school. Many schools would discontinue vocational agriculture if it were not in the high-school program of studies. They would say, "this should be done by some other agency." Also, if young-farmer courses are to be a part of the work of the school, the young men will tend to go back to the school for help on their farming problems only if the school helps them when they are high-school pupils. For help, people tend to go to where they have received help.

Doing As Well As Possible

Vocational agriculture will perhaps make its greatest contribution to national defense by becoming strong. It has a long way to go in its development, even by present quite well-established and verbally accepted standards. If the students were in our classes who should be there, if our teaching procedures were as good as they should be, if farm mechanics teaching were on the level it should be, if the farming programs of the students and the supervision of these programs were as they should be, if theory and practice were brought together as they must be if teaching is to function, if we were reaching young and adult farmers as we should, vocational agriculture would be strong. The demand for it would be terrific; there would be no problem of financial support. We are making progress in becoming strong, but not nearly fast enough. In too many instances we are still in the stage when the cat slept in the cracker barrel.

If we had the vocational agriculture program we should have, no difficulty would exist in making the necessary shifts and adjustments for national defense. In the first place, many of these adjustments would be only slight. In the second place, properly trained, as they would be in a strong program, teachers could make the shifts and adjustments speedily and with a minimum of help. Sometimes we overlook the fundamental fact that only by performance mastery is a teacher or any other worker able to make the necessary adjustments to a different work or situation. For example, when Diesel engines came into existence, the men who made them and worked on them were men who had mastered gasoline engines. One cannot somewhere else use what he has learned if he has not yet learned it.

Too long have we in vocational agriculture said, "we are going to have a good program when the emergency is over." The time to have a good program is now.

N.V.A.T.A. Officers 1950-1951

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H. E. Throckmorton, Region VI Alternate, High School, Milton, West Virginia.

"Vocational agriculture" is a short expression for vocational education in agriculture. Always, in vocational agriculture, there must be an educational program—a teaching program. The pattern of vocational education is systematic instruction. Teaching is an intentional process. In vocational agriculture for national defense, these facts must not be overlooked. It is said that many departments made this mistake in the days of World War II. The farm shop too often was only a place to repair the farm machinery, the community cannery a place to can the food. We should not repeat our mistakes.

In vocational agriculture for national defense, as for anything else, our educational objectives should be relatively significant and important to attain; and people who are to attain them should know how to attain them. Teacher trainers will accept their share of the implied responsibility.

CARSIE HAMMONDS
Teacher Education
University of Kentucky

The results achieved in all adult educational effort are dependent upon the receptivity of the people. To secure receptivity, appreciation must be developed in those who are to be reached. This appreciation can be aroused only by relating the learning experience to the daily life and activity of the individual.
—Hans Ludwig Held.

Practical agricultural education . . .

(Continued from Page 13)

elected. In each house in a barrio approximately eight students live. These students cooperate in working on a project contract with the school in rice. In each house there is a house leader and a division of labor so that each one of the students gets to do his part in making the cooperative project successful. The barrios which are conducted by the school in which the students live are models of cleanliness, orderliness, and progressive agriculture. The streets are well laid out, the grass is cut, the gardens of each house are in good condition. The carabao are well tended, and there is plenty of space under cultivation containing vegetable projects, the product of which goes to the students. The students gather, cook, and serve their own food, do their own laundry and perform all those duties that go with making a home community. Every house and every building in each barrio of the school is inspected by a school officer each day, not only for cleanliness and orderliness, but also for other things which influence good health. The hospital of the school contained about 15 persons and was quite clean. It was under the direction of a recently trained young medical doctor who had at his command the latest prescriptions for diseases that are most common in this part of the Philippines.

It was after Vice-President Lopez finished speaking that the recreation hall, which was packed with people, was made the scene of a dance for the local boys and girls, the teachers, and the visiting guests. From three o'clock to nine o'clock some of the latest songs from all over the world were played by the school orchestra and every boy, girl, faculty member, and guest took part in the dance. Superintendent Arcadio G. Matela took this occasion to have Dr. Perez and the writer talk to his students and faculty.

Developments To Continue

What does the future hold for Munos? The school blazed the way for hog raising on a commercial scale in the Philippines. It held the first annual fair in 1917. Student-farmers in the school have already organized the "Future Farmers of the Philippines." Girl students have organized "Future Homemakers of the Philippines." Graduates of the school were superior to all other high school graduates in the settlement of Koronadal Valley.³

Executive Order No. 392 on January 1, 1951 made the school a collegiate institution for the training of agricultural teachers. Each Saturday and during the summer, intensive practical courses are held in teacher training under outstanding educational leaders of the Republic.

The vigor of the school, the drive toward its objectives, the esprit-de-corps and the financial solvency of the organization are largely influenced by the

present acting superintendent, a graduate of Los Banos College of Agriculture and a recently returned graduate student from Iowa State College, where he obtained his Master's degree in the field of vocational education. He is a follower of Dr. Perez and much of his energy and drive stem from Perez's philosophy and teaching.

Leadership

One might appropriately ask who have been this school's leaders, from whence came its inspiration. As philosophers have told us, the history of great events, great movements, the seeds which have produced great institutions can be found in its leaders. American superintendents have been: T. W. Thompson, C. D. Whipple, George Whiting, Allen Helms, Kilmer Moe, James Wright, Ernest Oesch, Sylvester Kelleher, Frederick Roth, Harry Comer, Carl Hartman, Arthur Spiller, William Head, and Christain Reimers. Filipino superintendents were: Emeterio Asinas, Apolonio Ramos, Jose Saddul, the guerilla leader of students and teachers of Munos during the Japanese occupation, and Arcadio G. Matela.

A good way to get an external picture of such a project is by interviews with people who are strongly influenced by the school. The mayor of the neighboring town was present for the celebration and had great praise for what the school was doing in influencing agricultural practice in the whole province. The owner of the big rice mill at San Jose praised the quality of the school's products and the manner in which all business transactions were handled. A delegation visited Mr. Matela to plan a municipal poultry project in a town of another province. This delegation was quite pleased that the school's staff would give technical help as well as make starting stock available.

Early Monday morning all the students present on the campus assembled for the flag raising ceremony. Here again another aspect of democracy was shown when both the students and members of the faculty took an oath of allegiance to the flag. Two hours later on this nice tropical day when the writer got into the school car which had been contributed by the students of the school, it was with the feeling of mingled joy and regret that he took his leave of a project which is offering significant contributions to the economy of the Philippines and to the education of the world. ●

Book Review

FARM WELDING—Arc and Oxy-acetylene Welding, by Marvin M. Parker, published by the author, Hayti, Missouri, 1950 edition, list price \$2.70. This text of 199 pages covers the subject of farm welding from both the Arc and Oxy-acetylene angles. Profusely illustrated with zinc etchings predominating. Very good coverage of all positions in Arc welding, easily understood. Summation at the end of each chapter gives ready reference to important points in the book. APD

Resource units . . .

(Continued from Page 7)

lection of ideas, pooled for mutual benefit, from which every agriculture teacher can draw in making plans for teaching a particular class or lesson. They suggest skills that every vocational agriculture student should acquire. They indicate subject matter that needs to be included. They stress precautions and safety measures which need to be observed. They bring to mind worthwhile teaching-learning techniques and activities, and list references and teaching aids.

The resource units were developed by the teachers because they felt they needed them to better perform their duties as teachers of agriculture. From the time the original committee was established until the material was ready to be published, the project was under the direction of the teachers themselves. The supervisor and his staff assisted by making meetings possible, seeing that materials were mimeographed, and mailed, and by acting in an advisory capacity.

It will be the responsibility of each teacher to keep the resource units he prepared up to date. When the units need revising, in light of new practices and techniques, the teacher will make the revisions and submit it to the committee who will review it and arrange for it to be mimeographed. A copy will then be sent to each instructor so that he may replace the old unit on this subject. This procedure will make it possible for every instructor to have current local material available on all basic units at all times. ●

Facilities to carry on program . . .

(Continued from Page 15)

An electrically heated hotbed was one of the last facilities added. This was an enterprise of the F.F.A. chapter in coordination with the veteran's class. The bed is 6 feet by 60 feet and built of cement blocks with the top frame of creosoted 2 by 4's and covered with plastic glass on 3 feet by 6 feet frames. The hotbed will provide tomato and pepper plants for the chapter members, veterans and other citizens of the community. The enterprise is a project developed both for a teaching aid and chapter profit. While the initial cost is high it is believed that over a period of years the chapter will realize a profit and at the same time provide early, pedigreed plants.

Hog and beef sires have been placed in the community through the activities of the school's agricultural program. The chapter has one of the Sears bulls given to the F.F.A. chapters by the Sears Foundation. In swine the chapter has not specialized with one breed but has tried to bring breeds desired into the community and as a net result has placed purebred boars and gilts of Hampshire, Duroc and Berkshire breeds. This activity is planned and coordinated with the sole purpose of improving the livestock of the local community, thereby increasing its net value to the farmer. ●

³Program for Liberation Day Anniversary Celebration, CLAS, February 5, 6, 7, and 8, 1950, p. 42

... An evaluation of the institutional on-farm training program in Arkansas

H. G. HOTZ, Research Specialist, University of Arkansas

OVER 35,000 farm veterans in Arkansas have during the past five years enrolled in the institutional on-farm training program. This program provided under the G. I. Bill of Rights has assisted thousands of young men in Arkansas in becoming established in farming. Most of them have made remarkable progress in meeting their financial obligations, and, according to a survey just completed of over 14,000 young Arkansas farmers enrolled in this farm program, nearly 75 per cent of these veterans stated that they were interested in further training in vocational agriculture after the institutional on-farm training program ends.

In the material presented below, some of the values of the institutional on-farm training in Arkansas have been abstracted from Section V of a recent study of the "History and Development of Institutional On-Farm Training in Arkansas." Two different types of eval-

uative data are included: 1. An analysis of the program by veterans who have completed, or who have discontinued institutional on-farm training, and by veterans who have continued on-farm training for a period of two or more years. 2. Some typical and significant voluntary personal comments of the veterans themselves. These data were secured from 330 veterans enrolled in a random sampling of 24 schools.

Typical Voluntary and Confidential Comments of Veterans Received in Response to an Inquiry Sent Out in February, 1950

"The schooling has been good for me both financially and educationally. It has been a great help to me in teaching the importance of soil conservation and the many other things every farmer should know.

The on-farm training program has certainly been lots of help to me and has brought many farmers up to date on farming methods in my county.

I could not have started farming after

I got out of the army had it not been for the veteran on-farm training.

I value the training I have received in my class very highly. I think we have a lot of happy farm families now that would not be doing much if it had not been for this training.

This GI farm training has been a real help to most of us trainees. In fact, it has set us on our feet from nothing.

Had it not been for the training I received, I probably would have remained a share cropper instead of an owner.

I do wish that I could express in words the gratitude I feel for the privilege of participating in this training program.

The veterans training program has been of more value to our State than anything that has ever been started.

Had it not been for this training I could never have engaged in agriculture, which in my opinion is the surest and best way to combat communism or any other "ism" in this great country.

Classroom work is the best. I think the farm visits are good during the crop season when there is some doubt as to what a veteran is doing.

Classroom work and supervised farming must go together. If I had to do without one or the other, I should not want to lose any classroom work.

I believe both are necessary. On-farm visits sometimes help veterans to solve problems which cannot be solved satisfactorily in the classroom.

Both individual visits and group field demonstrations have desirable features when used discriminately, each in its own place.

Individual on-farm visits enable veterans to get more detailed help on problems that perhaps would not concern a group as a whole.

Shop work should be provided more than two months during the year. I suggest a four hour class period each month for 12 months.

It is not in my opinion true that improved methods of farming is the greatest single benefit I have received. Although very helpful, we also get so much more in organization and planning, market conditions, and many others.

If the on-farm training program is discontinued, I suggest that more assistance be given to and greater emphasis be placed upon the activities of the Young Farmers Associations."

Interpretations and Conclusions. This special study of the responses of 330 farm veterans revealed that:

- A little over 95 per cent of the veterans said they could not have made as much progress in becoming established in farming without the aid of the on-farm training.
- Nearly 85 per cent of the veterans said that they would be able to make a fairly good living on their farms at the end of their training.
- Although the veterans generally regarded both the organized classroom instruction and the individual

(Continued on Page 23)

¹H. G. Hotz, *History and Development of Institutional On-Farm Training in Arkansas*. Division of Veterans Farm Training, State Department of Education, Little Rock, December, 1950.

TABLE 1. Composite Tabulation of the Merits and Demerits of the On-Farm Training Program as Judged by 330 Veterans in Response to an Inquiry Sent out in February, 1950

Item	Veterans Response			
	Yes	No	Undecided	Omitted
a. Could you have made as much progress in becoming established, or reestablished, in farming without the aid of on-farm training?	5	314	10	1
b. At the end of this training were you, or will you be, able to make a fairly good living on your farm?	280	13	33	4
c. Off-farm classroom of organized group instruction is more valuable than individual on-farm training.	139	128	49	14
d. Individual visits of instructors on farms are more valuable than field demonstrations and field practice conducted with small groups	164	120	35	11
e. The teaching areas (enterprises and jobs) are carefully selected.	285	11	23	11
f. The instructional materials (books and bulletins) supplied are very helpful.	320	5	2	3
g. The special instruction offered by "other agencies" (Soil Conservation Service, County Agents, County Health Units) are very valuable.	300	16	9	5
h. Learning improved methods of farming is the greatest single benefit you have gained from the farm training program	280	26	16	8
i. The veterans farm program has aided our rural community in:				
(1) Promoting cooperative farm projects	212	30	11	77
(2) Planning social and recreational activities	163	48	31	88
(3) Improving farm family living	310	2	5	13
j. Would you be willing to pay taxes to support a training program such as this after the veterans on-farm program is discontinued? (Subsistence payments would not be a part of the program)	194	45	70	21

Young farmers on parade . . .

ELVIN DOWNS, Supervisor, Salt Lake City, Utah

THE Utah Association of Young Farmers held its Ninth Annual Convention in Salt Lake City on February 9-10. The state convention has increasingly through the years, added interest to the young farmer program in Utah. It has served as a great stage for the exchange of ideas, reports of accomplishment, and consideration of new problems facing young men engaged in farming.

Interest continues to increase each year in these activities—The Young Farmer Chapter of the Year, The Young Farmer of the Year, and The Outstanding Public Speaker. These activities are participated in by all local young farmer chapters. Area winners are selected, who in turn compete at the state level. The following writeup gives a thumbnail picture of the 1950 young farmer winners:

"Young Farmer of the Year"

Perhaps the most desired award at the annual convention is to be adjudged the outstanding "Young Farmer of the Year." Young farmer Lynn Torgerson of Sigurd, Utah, received this distinction at this year's convention.

The score card used in selecting the outstanding young farmer evaluates leadership and community service activities 40%, excellence in the farming program 40%, and participation in cooperative activities 20%.

Lynn was released from active duty with the United States Navy in March of 1946. With \$7,000 in savings and a good credit rating with the First State Bank of Salina, he raised an additional \$7,000 with which he purchased 120 acres of land and 105 shares of irrigation water.

"Young Farmer Chapter of the Year"

Local chapter interest and participation has been greatly stimulated by reason of the state association sponsored "Young Farmer Chapter of the Year." Judges at the state convention labored long and diligently in reviewing the reports of the eight area winners before the Roosevelt Young Farmer Chapter was declared the winner.

In selecting the "Young Farmer Chapter of the Year," the following activities were considered in order of importance: educational activities, community service, cooperation and recreational activities. The Roosevelt chapter report listed the following:

Educational Activities

1. Twenty-seven meetings were held during the year with instruction in applied farming.
2. Four farm tours and field demonstrations were sponsored by the chapter.
3. Sponsored two-day agricultural conference. Departments were conducted for the youth, the ladies, the men, and family groups, where consideration was given to better living

on the farm. Over 3000 rural people attended this conference and participated in the various activities. The planning, organization, and execution of the complete conference was under the direction and leadership of the Roosevelt Young Farmer Chapter.

4. Organized a young homemakers club for the ladies and assisted in planning an educational program for the year.

Community Service

1. Five hundred ten man-hours were contributed by the young farmer chapter in constructing a permanent community stage in the city park.
2. Assisted in building new rest rooms at the Roosevelt City Park.

Cooperative Activities

1. Purchased 40 tons of Treble-Super-Phosphate for members' use.
2. Remodeled old school shop for young farmer use; this included wiring, building of work benches, painting, and installation of equipment.
3. Built a dairy barn for one of the less fortunate young farmers of the area.

Recreational Activities

1. Young farmers entered a basketball team in county league.
2. Canyon party for young farmer and partners.
3. Social each quarter in connection with Roosevelt Young Homemakers Club.

The picture below was sent to us by John Mack (see p. 10). We owed Downs one. We used one which he sent us on the June cover.

"Public Speaker of the Year"

The speaking contest sponsored by the Utah Association of Young Farmers is somewhat different than the Future Farmers of America contest. The contestant may choose his own agricultural topic, he may use brief notes during delivery, and is limited to six minutes. Judges may question contestants for an additional two minutes. Written manuscripts are not required. The two outstanding speakers are chosen and receive equal recognition. Winning speakers named at the recent convention were: Matt Houston of the Upper Sevier Chapter, speaking on "Beautifying the Farmstead" and Eugene Sanford, Delta Chapter, speaking on "Fundamental Considerations in Agriculture."

Convention Observations

1. The young farmer's annual convention is a great motivating force for interest and activity at the local chapter level.
2. Young men regard very highly their state young farmer association and exhibit a keen interest in planning the activities for the year ahead.
3. Future Farmer leaders of a few years ago are assuming the leadership of the Utah Young Farmer Association. One-half of the executive committee members for 1951 are young men who were outstanding Future Farmers five years ago.
4. The Utah Young Farmers Association is contributing toward increased faith and greater dignity in farming as an occupation.
5. Young women are deeply interested in young homemaker programs that will help them contribute more toward successful and happy living on the farm.

Of 58,219 masters' and second professional degrees awarded last year, 18,311 were in education, 10,588 to men and 7,723 to women.



Tractor repair and adjustment is popular with young farmer groups.

National F.F.A. contests . . .

Plans and major changes for 1951

E. J. JOHNSON, Program Planning, U. S. Office Education



E. J. Johnson

THE Special Study Committee for F.F.A. National Contests meets annually at Kansas City, Missouri, on the day following the completion of the contests. At this meeting, the contests held that year are reviewed and changes are made for improving these events for the years ahead. These changes, among other things, are included in Bulletin No. 4, revised January, 1951, entitled "Future Farmers of America National Contests 1951, '52, '53."

Some of the major changes, when compared to the 1950 contests, include the following:

1. The eligibility of contestants has been modified by adding the words *underscored* to the quoted part on eligibility "—, a bona fide F.F.A. member enrolled in an all-day class in vocational agriculture or has had all of the vocational agriculture offered and carrying at least three units of regular high school work, —."
2. Medals, rather than plaques, will be awarded individuals rating Gold Emblem, Silver Emblem, and Bronze Emblem.
3. The time to place each class of dairy cattle on the basis of type and performance pedigree, or type and performance has been reduced from 24 to 20 minutes.
4. The score card used to place dairy cattle classes on basis of type and performance pedigree or type and performance has been changed and now the tabulators will score each of these placings cards three times, allowing a perfect score of 25 points for type, 25 points for performance pedigree, and 50 points for final placing.
5. In the Dairy Products contest, the sediment discs will now be scored as follows: 0 mg. of sediment, 10; .10 mg., 9; .20 mg., 8; .30 mg., 7; .50 mg., 5; 1.0 mg., 4; 2.5 mg., 1; and in excess of 2.5 mg., 0.
6. The milk and cream score card under "Can and Cover" has been changed to include the cover as well as the can when scoring "dirty inside," "open seam," and "rusty inside."
7. In the Meats contest, the time allowed for placing each class of carcasses and wholesale cuts has been reduced from 15 to 10 minutes, and the time for the retail cut identification class has been reduced from 30 to 20 minutes.
8. In the Poultry Production contest, the bulletin no longer provides sum-

maries of standards for both live poultry and for carcasses of dressed chickens. These regulations are likely to change from year to year. Therefore, it was thought best for the instructors to write each year to the Poultry Branch, PMA, U. S. Department of Agriculture, Washington 25, D. C., and ask for the latest regulations containing the United States specifications for classes, standards, and grades of poultry and the summaries of specifications for standards of quality for live poultry and dressed and ready-to-cook chickens.

9. In the Livestock contest, the time to grade each of the 10 animal classes of beef cattle has been reduced from 20 to 15 minutes.
10. The Market Swine placing card used previously has been changed so that it is suitable for placing either market or breeding swine classes. The note on the placing card lists briefly what to consider when placing either market or breeding classes.
11. The breeding swine placing card used when placing a class on the basis of type and production now provides only for a final placing of the class. This year there will be but one breeding swine class to be placed on the basis of type and production, and the other breeding class will be placed on type.
12. The beef cattle grading card now includes the recent changes made in naming the several grades. These are as follows: slaughter grades—prime, choice, good, commercial and utility; and feeder grades—fancy, choice, good, medium and common.

The plan is to conduct the contests for the three year period—1951, '52 and '53 without making any major changes. During this period, the dairy cattle and dairy products contests will be held in connection with the Dairy Cattle Congress at Waterloo, Iowa, and the livestock, meats and poultry production contests will be held at Kansas City, Missouri, just prior to the American Royal Livestock show. The Special Study Committee for F.F.A. National contests will continue to meet annually at Kansas City on the day following the last contest. This committee which will continue to serve until after the 1952 contest is comprised of the following:

State Supervisors

F. B. Cale, Virginia
V. A. Martin, Pennsylvania
C. M. Humphrey, Missouri
A. R. Bunker, Colorado

Teacher Trainers

C. E. Kinney, Oklahoma
H. S. Brunner, Pennsylvania
G. P. Deyoe, Illinois
Jack Ruch, Wyoming

E. J. Johnson, Chairman,
Office of Education, Washington, D. C.

The dates and hours for the several meetings and contests in 1951 are as follows:

MEETINGS AND CONTESTS

Waterloo, Iowa
Mon., Oct. 1, 6:30 p.m.
at Y.M.C.A.
Tues., Oct. 2, 1:00 p.m.
at Dairy Cattle Congress
Tues., Oct. 2, 6:30 p.m.
at Y.M.C.A.
Wed., Oct. 3, 8:00 a.m.
at Carnation Plant
Wed., Oct. 3, 5:00 p.m.
Meeting of coaches and officials of Dairy Cattle contest
Dairy Cattle contest
Meeting of coaches and officials of Dairy Products contest
Dairy Products contest
Banquet and report on contests

Kansas City, Missouri
Tues., Oct. 9, 4:00 p.m.
at Hotel President
Wed., Oct. 10, 8:00 a.m.
at Swift Packing Plant
Wed., Oct. 10, 12:30 p.m.
at Municipal Auditorium Annex
Wed., Oct. 10, 3:00 p.m.
at Hotel President
Thurs., Oct. 11, 7:00 a.m.
at American Royal Arena and Stockyards
Fri., Oct. 12
at Hotel President
Meeting of coaches and officials of Meats and Poultry Production contests
Meats contest
Poultry Production contest
Meeting of coaches and officials of Livestock contest
Livestock contest
Either a breakfast or luncheon to report on contests

REGISTRATION OF CONTESTANTS

Waterloo, Iowa—
at Y.M.C.A.
Mon., Oct. 1, 9:00 a.m. to 5:00 p.m.
Dairy Cattle and Dairy Products contestants
Tues., Oct. 2, 9:00 a.m. to 5:00 p.m.
Dairy Products contestants
Kansas City, Missouri—
at Municipal Auditorium
Tues., Oct. 9, 9:00 a.m. to 3:30 p.m.
Meats, Livestock and Poultry Production contestants
Wed., Oct. 10, 9:00 a.m. to 2:30 p.m.
Livestock contestants

The several contests at Kansas City this year will be held during the time of the National F.F.A. Convention. This plan will better accommodate contestants travelling to and from Kansas City with other groups who are just attending the F.F.A. convention. The report on the contests will be given at a breakfast or luncheon on the day following the close of the F.F.A. convention.

Of 6,663 doctors' degrees awarded by colleges and universities in the United States last year, 861 doctors' degrees were awarded in education. Men received 719, and women 142.



Lewis Dameron, left, and Claude Buckner, center, student teachers, confer with their supervising teacher, Elmer Dowdy, right, in the special living quarters provided for them at the Department of Vocational Agriculture, Hillsboro High School, North Carolina.

No housing shortage here . . .

C. C. SCARBOROUGH, Teacher Education,
North Carolina State College

HERE is a unique solution to the housing problem at a student teaching center. Elmer Dowdy, teacher of vocational agriculture, Hillsboro High School, Orange County, North Carolina, wanted a better living situation for student teachers under his supervision. Remembering poor living conditions in his own student teaching days, his objective was to improve these conditions for prospective student teachers at Hillsboro.

The opportunity came last year when the vocational agriculture building was being remodeled. Funds were available for an addition to the shop. However, it was soon apparent that with rising costs, the additional space would have to be reduced and none of the other changes would be possible. In an effort to secure the desired changes, Mr. Dowdy offered to assume responsibility for the additions within the original allotment of funds. With the F.F.A. boys and veterans doing much of the inside labor, and the use of money in the treasury from earnings of various projects, the remodeling was completed.

The well-equipped 12 feet by 20 feet room shown here is on the second floor over the shop. It is comfortable in any weather, with an oil heater and exhaust fan. In addition, individual desks, bunks, closets, filing cases, and radio are avail-

able. Venetian blinds, draperies and pine-paneled walls add to the attractiveness of the room. The furniture is reworked war surplus. Further improvements planned include shower bath and refrigerator. No charges are made for the use of the room by the student teachers.

"It's a lifesaver for a fellow with limited funds," said Mr. Buckner, one of the student teachers shown here.

"It's easy to take part in all activities of the department. In fact, it makes the student teacher participate in more activities," added Mr. Dameron, the other student teacher.

Mr. Dowdy feels that having the student teachers in the building is a safety measure for the department and a real help to the regular teacher in assisting farmers and others coming to the department. He says that the Hillsboro school and community appreciate, and cooperate in, the student teaching program. They feel that it is an asset to the school.

An evaluation . . .

(Continued from Page 20)

on-farm training as highly valuable, a small majority thought that the off-farm classroom instruction was more helpful than the individual on-farm training.

d. A small majority of the veterans said that the individual visits of instructors on their farms were more valuable than the field demonstrations and field practice conducted with small groups.

A Toast To the Montello F.F.A. Chapter

*Dedicated to the Boys Who Have
Played Basketball Under My
Coaching*

This is the sixth link in my chain
Of banquets combining woods, fields, and grain;
And I'm proud to attend this gala affair
With its movies, instructions, and fun to spare.

I, too, was a farm youth; I can't erase
The challenges farm boys have to face;
But that was before the power machine
Altered the rural life and scene.

I've seen these boys come, and I see
them go:
The quick, the hesitant, and the slow;
But through it all the pattern is there
For the F.F.A. builds boys four-square.

Whether they work by machine or by
hand
Their glacial loam or residual sand,
For their honest, honorable, homely toil
May God bless these tillers of the soil.

—F. ROGERS CONSTANCE

e. Nearly three-fifths of the veterans declared positively that they would be willing to pay taxes to support a similar training program without subsistence payments — after the institutional on-farm program is discontinued.

PICTURES *of the month...*

A contest open to all teachers of Vocational Agriculture and farm veterans



ABOVE

Name of contestant:
Ralph R. Reynolds
Box 36
Bland, Virginia

Name of school:
Bland High School
Vo-Ag Teacher

Camera used: Verichrome 620

Exposure Lens
Opening, f8
Shutter speed, 1/50

Title of picture: "Practical Appli-
cation of Classroom Teaching"

THESE are entries in the picture of the month contest. A \$10.00 award for the first place will be made each month and an additional \$50.00 award for the picture adjudged the best of the year. Details of the contest appeared in the April number of "The Agricultural Education Magazine." All pictures should be mailed to J. K. Coggin, State College Station, Raleigh, North Carolina.



LEFT

FIRST PLACE

Name of contestant:
William Paul Gray
Eaton, Colorado

Name of school:
Eaton High School
Vo-Ag Teacher

Camera used:
Kodak II Reflex 620

Exposure: Lens, 16
Shutter speed, 100
Press, 25 flash bulb

Title of Picture:
"Home Farm Shop
Practice"

RIGHT

Name of contestant:
William Paul Gray
Eaton, Colorado

Name of school:
Eaton High School
Vo-Ag Teacher

Camera used: Kodak II Reflex 620

Exposure: Lens, 11
Shutter speed, 200
Press, 25 bulb
Film, Super XX

Title of Picture:
"End of a Perfect Day"



